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ABSTRACT

A bilingual multicultural education program was implemented to solve the language and communication problems of the non-English and limited-English speaking students at Winton Junior High School. A needs assessment identified broad program goals as well as individual student performance objectives. The program evaluation and follow-up functions are discussed; results to date, because on norm- and criterion-referenced tests and on teacher, parent and student attitudes, are positive but not definitive. The criterion referenced tests that measured student performance objectives are included in this practicum report. (SW)

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Designing and Implementing a Bilingual Multicultural Education Program for Winton Junior High School

MAR 3 1976

by Ronald L. Sousa[1]

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

The purpose of this practicum was to solve the language and communication problems the non-English and limited English speaking students at Winton Junior High School were experiencing in regular, non-bilingual, classrooms. Based upon a comprehensive needs assessment it was determined that the solution to the problem was to design and implement a Bilingual Multicultural Education Program for Winton Junior High School in the Hayward Unified School District. Board of Education approval was obtained for submitting a proposal for federal funding of the program.

From the needs assessment, broad program goals and objectives as well as individual student performance objectives were developed and incorporated into the proposal.

Upon receipt of the grant award, the proposed plan for installing the program into the educational system at Winton Junior High School was put into effect. This practicum report describes in detail the problem solving procedures, activities and strategies used in designing and implementing the bilingual program to meet the specific needs of the non-English and limited English, Spanish speaking student population at Winton Junior High School. The first five months of the program has provided the district with positive formative evaluation data which was based upon student achievement and positive reactions from staff members, parents and community members, as well as from the participating students. In addition, the first five months provided staff the opportunity to develop and field test Criterion Reference Tests to measure the individual student performance objectives. To

date, Criterion Reference Tests have been developed for three of the five subject areas.

DESCRIPTORS: Bilingual Multicultrual Education; Non-English and Limited English Spanish Speaking Students; Secondary Bilingual Education Programs; Bilingual Teachers; Bilingual Instructional Aides; Bilingual Program Objectives; Inservice Training Bilingual Program Development.

INTRODUCTION

This practicum reports on the major solution procedures utilized in solving the linguistic and communicatory problems faced by non-English and limited English Spanish speaking students enrolled at Winton Junior High School within the Hayward Unified School District. The report is divided into five major categories:

1. Identifying the Problem -- this section summarizes the need as expressed by parents, community members, students and staff for the establishment of the Bilingual Program at Winton Junior High School.

2. Solution to the Problem -- this section provides the basic structures for the steps taken to develop, implement, and install the program into the educational system at Winton Junior High School.

3. Development of the Practicum Design -- this section is the major body of the practicum report. It spells out in detail the strategies used in the designing, implementing and installing the program into the educational system at Winton Junior High School. It begins with a description of the needs assessment, the outcomes of that needs assessment, how the program goals and objectives and individual student performance objectives were developed as well as the hiring procedures and the implementation of the staff training program for the new bilingual staff.

4. Method of Evaluation -- the evaluation design which is tied directly to the practicums' objectives is explained in this section. Each objective is repeated and a detailed report on how each was met is presented.

5. Appendices -- this last section contains all the important

back up information which substantiates many of the items accomplished in the report. They are presented here for easy reference for those interested in their perusal.

IDENTIFYING THE PROBLEM

Hayward Unified School District's Bilingual Multicultural Education Program has been operating in nine elementary schools for the past four years. As the District began its fifth year of operation at the elementary level, it found students completing the sixth grade bilingual classes looking towards the junior high schools in anticipation of being able to continue their bilingual educational experience. The District also found large numbers of non-English and limited English speaking students who were presently at the junior high schools in desperate need of bilingual programs. The need therefore, was to provide a program where non-English and limited English speaking students could continue their education utilizing their dominant language as a vehicle for learning concepts while sequentially learning English as a second language. Such a program would provide for the voluntary participation of English speaking students. Both languages and cultures would be maintained.

The educational problem was to introduce and promote a climate for recognizing and understanding various life styles and languages in relation to individual student needs. Early studies and contemporary researchers have suggested that the interrelationship of people within a multicultural climate can produce greater understanding of various types of cultural practices, will allay fears and suspicions about people from other cultural or socio-economic groups, and will enhance the advancement of the affective component in the learning process.[1]

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[1] Valencia, "Bilingual/Bicultural Education: A Prospective Model in Multicultural America," pp. 321-322.

Valencia states that denying "the child the opportunity of functioning in his first language is a contributing agent to retardation, frustration in learning, failure, native culture rejection, and other negative psychological and sociological factors in childhood development."[2]

A recent needs assessment at Winton Junior High School, which receives four (4) elementary bilingual project feeder schools, has shown the school as having 42.4% of its student population being non-English or limited English speakers, their dominant language being Spanish. This was the highest percentage of non-English and limited English speaking students within the District's junior high schools.

Consequently, there were well over 100 students sitting in regular classes who were being considered low achievers, but who were simply not understanding what was being said because of a language barrier.

Parents and community members voiced their concern through advisory committees, petitions and constant phone calls and requested a bilingual program as remedy to the situation. Their desire was for their children to succeed in school. They saw educating their children through the use of two languages, the road to success.

The recent Lau vs. Nichols Supreme Court decision States:

> The failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English, or to provide them with other adequate instructional procedure, denies them a meaningful opportunity to participate in the public educational program and thus violates Section 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance,"

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[2]Valencia, "Bilingual/Bicultural Education: A Prospective Model in Multicultural America," pp. 321-322

and the implementing regualtions of the Department of Health, Education, and Welfare.[3]

This has caused the California State Department of Education to mandate federally assisted school districts having 15% or more students of limited or non-English speaking ability within one school to provide for their needs through an organized bilingual program.

Most junior high schools within the district, did not have trained bilingual personnel qualified to teach a bilingual program nor the appropriate bilingual curriculum materials to implement such a program. Again, further justification for the development of a bilingual program at Winton Junior High School.

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[3] Lau vs. Nichols, United States Supreme Court Decision, argued December 10, 1973, decided January 21, 1974.

SOLUTION TO THE PROBLEM

There was a need within the Hayward Unified School District to develop and implement a Seventh and Eighth Grade Bilingual-Multicultural Education Program at Winton Junior High School. The program design had to focus on the expressed needs of the non-English and limited English speaking students, but also make provision for English speaking students. Such a program needed to incorporate the diverse interests of involved students, parents and community members in program planning, as well as offer a qualitatively different form of education than that received in the traditional classroom. In order to insure success and acceptance of the program, maximum use of community resources had to be tapped.

In establishing a solution to the problem the following items had to be comprehensively analyzed in order to determine if the program designed was going to meet student needs:

1. determine the needs
2. prepare the goals and objectives to meet the needs
3. identify possible funding sources
4. preparation and submission of the necessary applications for funding
5. preparation of the program design
6. the development of specific student performance objectives
7. the recruitment and hiring of the appropriate bilingual personnel
8. the development of an effective staff inservice program
9. the development of an evaluation design

DEVELOPMENT OF THE PRACTICUM DESIGN

The development of the practicum design centered around the following specific objectives:

1. To obtain approval from the Superintendent's Executive Council and the Board of Education to design and submit a proposal for possible funding of a Bilingual-Multicultural Education program for Winton Junior High School.
2. To design and implement a Seventh and Eighth Grade Bilingual-Multicultural Education program which would successfully meet the requirements for approval by State or Federal funding agencies.
3. To design and implement within the proposed program broad program goals and objectives.
4. To prepare student performance objectives in the following areas: Multicultural Social Studies, Bilingual Mathematics, English as a second language, Spanish as a second language, Spanish as a native language.
5. To recruit and hire one additional bilingual teacher and two bilingual instructional aides.
6. To prepare a position description for a junior high Bilingual Program Assistant Resource Teacher, and recruit and hire that person.
7. To design and implement a staff training program for the Winton Junior High bilingual staff.
8. To develop an evaluation design utilizing both formative

and summative evaluation which will insure the progress and and success of the proposed program.

9. To install the approved program into Hayward Unified School District's educational system at the beginning of the 1975-1976 school year.

Determining the Needs

There was a need within the Hayward Unified School District, therefore, to develop, implement, and install a Seventh and Eighth Grade Bilingual-Multicultural Education Program at Winton Junior High School. The first task was to determine the exact needs of the students being involved. Sixth and seventh grade non-English and limited English speaking students were polled as to their preference of course offerings for a bilingual program. Students felt language and mathematics were their areas of priority, since these were the subject areas they were experiencing most difficulty. Parents and community members, when asked through a bilingual questionnaire, and a series of community meetings, determined that an awareness of their cultural heritage was an important aspect to their child's bilingual program experience. The staff members at Winton Junior High School concurred with the students in selecting language and mathematics as priority course offerings.

After extensive analysis of previous test scores, interviews with students, parents and members of the Winton faculty it was determined that the first year program would focus on the following subject areas: Bilingual Mathematics, Multicultural Social Studies, English as a second language, Spanish as a second language, and Spanish as a native language.

The overall rationalc for the selection of these five subject areas was, therefore:

1. Math scores (which were significantly lower for non-English speaking students because of lack of understanding of the math terminology.)
2. Positive self image (positive self image and recognition of one's own and other cultures thru multicultural social studies.)
3. English as a second language for non-English speakers.
4. Spanish as a second language for English speakers.
5. Spanish as a native language for limited English speakers who needed to maintain their mother tongue.

Bilingual Course Offerings

Below is a brief description of each of the bilingual cours offerings.

Bilingual Multicultural Social Studies

Seventh Grade

General Description of the Class

The course includes a 12-week unit in the development of social studies skills; a 12-week unit in world geography; and a 12-week study of the physical and cultural geography of North and South America.

Bilingual Multicultural Social Studies

Eighth Grade

General Description of the Class

The course includes a study of the Spanish and English colonies, the U.S. Constitution, the government of the United States, prejudice and discrimination, the background of minorities who have

contributed to the development of the U.S. with an emphasis on the Mexican and Indian Cultures.

Bilingual Mathematics

Ungraded

General Description of the Class

The bilingual mathematics class is designed to familiarize both English-dominant and Spanish-dominant students with mathematical concepts in both languages.

English as a Second Language

Level I

General Description of the Class

The class includes instruction in oral and written skills in English presented at the level of experience of the individual students. An emphasis is placed on vocabulary and conversation development related to the needs of the junior high school student.

Spanish as a Second Language

Level 1

General Description of the Class

The course is an audio-lingual introduction to Spanish directed at students who are not native speakers of the language. The course also emphasizes the cultures of the various Spanish-speaking peoples of the world.

Spanish for Native Speakers

Level 1

General Description of the Class

The course emphasizes the development of language arts skills

of native speakers of Spanish including spelling, punctuation, capitalization, grammar, sentence and paragraph construction, and creative writing. The course also includes units designed to develop discussion skills and appreciation of literature.

The Monolingual Spanish speaking student is offered English as a second language; Spanish as a native language; Bilingual Multicultural Social Studies; Bilingual Mathematics; as well as an elective and Physical Education from the regular school program.

The Monolingual English speaking student is offered Spanish as a second language; Bilingual Mathematics; Bilingual Multicultural Social Studies; as well as Language Arts, an elective and Physical Education from the regular school program.

The bilingual student is offered Spanish as a native language; Bilingual Multicultural Social Studies; Bilingual Mathematics; as well as an elective, Language Arts and Physical Education in the regular program.

Preparation of Goals and Objectives

Once the needs were outlined it was necessary to prepare goals and objectives to meet the needs. This was accomplished through the use of existing bilingual staff members who were currently working in the District's elementary bilingual program. In addition one bilingual teacher at Winton Junior High assisted in a leadership role in the development of the goals and objectives. My three Bilingual Program Assistants, all former bilingual teachers, assisted in the preparation of the goals and objectives. Committees were formed from the above groups of teachers. Only those staff members who had been with the bilingual program for a minimum of three years were selected. Staff members selected had actual teaching experiences at the seventh and eighth grade levels.

Broad program goals: Below are the broad program goals and objectives for each of the four major components of the program.

1. The expansion of the Bilingual Multicultural Education Program to the seventh and eighth grades will provide for the participation of even more non-English and limited English speaking student in the district.
2. Achievement levels for non-English and limited English students will increase as a result of the Bilingual Multicultural Education Program.
3. A bilingual multicultural curricula will become an integral part of the Hayward Unified School Eistrict's curricular offerings.
4. The Hayward Unified School District will be staffed with a team of trained and experienced bilingual multicultural teachers and instructional aides.
5. The Hayward Unified School District will become more aware of its multicultural community.
6. Through inservice training and adult education programs, parents of the participants will broaden and increase their knowledge in a variety of subject areas, such as second language acquisition, multicultural awareness, health, nutrition, etc.

Program objectives: Based upon the program goals, specific program objectives were developed within the following components:

1. Instruction

Objective 1.1 Students in the bilingual program will

maintain a one month gain for one month of instruction in Reading and Mathematics.

Objective 1.2 Individualized and small group instruction will be used as an instructional strategy in every classroom.

Objective 1.3 Both languages (Spanish-English) will be heard, spoken by the teacher, aide, and/or students throughout the school day (or class period).

Objective 1.4 English reading and language mechanics scores will increase between October and May for students with other language interference (i.e., those whose parents speak Spanish only and those whose parents are bilingual.)

Objective 1.5 Students will show evidence of increased achievements in both bilingual and non-bilingual classrooms over the school year.

Objective 1.6 Students will develop a desire to participate in future Bilingual-Multicultural classes.

Objective 1.7 Students will seek interaction with program teachers and staff beyond the normal classroom relationship.

2. Materials Acquisition and Development Component

Objective 2.1 A systematic monitoring of the use of materials purchased through bilingual funds will show that they are being used on a regular basis by all program teachers and aides.

Objective 2.2 A variety of types of material will be in use in the classrooms throughout the school day (or a class period.)

Objective 2.3 Development of curriculum guides for reading, mathematics, multicultural social studies, and second language. Learning for each grade level and language will commence.

3. Staff Development

Objective 3.1 New bilingual multicultural staff will have been involved in a one-week preservice session (August, 1975) which included orientation to the following: (See p. 30 for August 1975 preservice session)

a. Philosophical background of bilingual education
b. Methodology of second language teaching
c. Methodology of teaching concepts in a second language
d. Cultural elements in the classroom
e. The role of and relationship of the instructional aide with the bilingual classroom teacher
f. Composition of the Hayward Unified School District's multicultural community

Objective 3.2 Bilingual instructional aides will be involved in monthly seminars which will include but not be limited to the following:

a. Methodology for a second language teaching
b. Methodology of teaching concept areas in a second language
c. The inclusion of a multicultural environment in the classroom

d. Relationships and the role of the instructional aide with the classroom teacher

Objective 3.3 New and continuing bilingual multicultural staff will be involved in monthly inservice sessions utilizing district and out-of-district resource personnel focusing upon the following:

a. Bilingual Instruction
   1. Assessment and revision of performance objectives
   2. Development of diagnostic profiles
   3. Development of prescriptive materials
   4. Study of texts
   5. Observations of methods and techniques
   6. Study of materials

b. Language Development in Dominant Language
   1. Oral language development
   2. Listening and speaking skills
   3. Written language

c. Reading in Dominant Language
   1. Assessment and revision of performance objectives
   2. Development of diagnostic profiles
   3. Development of prescriptive materials
   4. Study of basic and supplemental reading, literature, and language texts
   5. Observations of methods and techniques

6. Study of supplemental materials

d. English or Spanish as a Second Language

1. Assessment and revision of performance objectives
2. Development of diagnostic profiles
3. Development of diagnostic prescriptive materials
4. Study of basic and supplemental texts
5. Observations of methods and techniques
6. Study of supplemental materials

e. Mathematics in Dominant Language

1. Assessment and revision of performance objectives
2. Development of diagnostic profiles
3. Development of prescriptive materials
4. Study of basic and supplemental texts
5. Observation of methods and techniques
6. Study of supplemental materials and equipment

f. Classroom Management

1. Orientation to bilingual multicultural students
2. Organization for individualized instruction
3. Effective use of teacher aides, student tutors, and volunteer aides
4. Organization of learning centers

g. Instructional Media

1. Demonstration of equipment and materials
2. Opportunities to use equipment
3. Preparation of materials

h. Parent and Community Involvement

1. How to best train parents and utilize their

talents in the classroom

2. Techniques of communication to parents and community members

i. Characteristics of the Bilingual Multicultural Child

1. Historical perspectives

2. Life styles

3. Linguistic differences

j. Human Relations

k. Psychology of Learning

l. Early Childhood Education

m. Demonstration of Effective Teaching Techniques

n. Workshops to Prepare and Demonstrate Materials

Objective 3.4 By June, 1976, forty percent of Hayward's bilingual multicultural education staff will be enrolled in nearby institutions of higher learning in degree programs leading to the Associate of Arts, Bachelor of Arts, Master of Arts, and Standard Teaching Credentials with a bilingual multicultural emphasis.

4. Parent and Community Involvement

Objective 4.1 To provide for parent and community participation within the school, thus enhancing the learner's educational process by this positive liaison between the home and the school, and providing the environment for developing a positive self-image.

Objective 4.2 To actively involve parents and other community members and achieve their support and understanding for

bilingual multicultural education.

Objective 4.3 To provide parents and community members with the opportunity to participate in the development, implementation, assessment, and evaluation of this Bilingual Multicultural Education Program through the school and the district advisory committees for bilingual multicultural education.

Objective 4.4 To provide parents of participants of the bilingual program and other community persons with the opportunity to participate in English as a second language, and Spanish as a second language, and other related courses of instruction through the adult education department of the Hayward Unified School District and the local community college.

Objective 4.5 To provide parent education in classes such as:

a. nutrition
b. health
c. arts and crafts
d. how parents can best help their child with school work
e. behavior modification
f. orientation to volunteer classroom work

Student performance objectives: Individual student performance objectives were further developed based upon the program objectives for the Instructional Component. Copies of several neighboring school systems' bilingual objectives were obtained and served as a basis for comparison and critical analysis in developing the objectives for the Winton Junior High School Bilingual Program. (See Appendix A, San Francisco Unified School District Bilingual Objectives). As a result of

this analysis a radical departure was made by the District when comparing programs' objectives, from other district's as they were unmeasureable and too highly sophisticated for seventh and eighth grades. Nevertheless, the comparison was important. Program objectives from other districts proved to be similar to Hayward's program objectives. The completed objectives were "paralleled" to the approved District Curriculum. Appendix B shows the first draft of the goals and objectives written by the committee for insertion into the funding proposal. Appendix C shows the revised goals and objectives used in September by the teachers at the implementation level.

Following is the final version of the goals and objectives, a result of five months field testing in the Winton Junior High School bilingual classes.

A. COMPONENT NAME: SSL I

B. DOMINANT LANGUAGE):
- ☐ Spanish
- ☐ Portuguese
- ■ English

C. GRADE LEVEL):
- ☐ Kingergarten
- ☐ Ungraded Primary
- ☐ Ungraded Intermediate
- ■ Junior High

D. COMPONENT GOAL: TO PROVIDE THE STUDENT WITH THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SSL I.101 Given a noun, the student will supply the appropriate article.

SSL I.102 Given an incomplete sentence, the student will select the correct word to complete the sentence.

SSL I.103 Given a sentence in the present tense, the student will select the correct regular verb form.

SSL I.104 Given a simple question, the student will select the most appropriate answer.

SSL I.105 Given two cultural phenomena, the student will select that which is more probably of a Spanish speaking country.

Level 2

SSL I.206 Given a sentence in the present tense, the student will select the appropriate form of the irregular verb.

SSL I.207 Given a diagram of a clock, the student will select the time indicated.

SSL I.208 Given a reading, the student will answer four out of five questions.

SSL I.209 Given a sentence using tener, hacer or estar, the student will select the English equivalent.

SSL I.210 Given an incomplete cultural situation, the student will select the most appropriate completion.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: ESL I

B. DOMINANT) LANGUAGE):
- ■ Spanish
- ☐ Portuguese
- ☐ English

C. GRADE) LEVEL):
- ☐ Kingergarten
- ☐ Ungraded Primary
- ☐ Ungraded Intermediate
- ■ Junior High

D. COMPONENT GOAL: TO PROVIDE THE STUDENT WITH THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

ESL I.101 Given an incomplete sentence, the student will select the correct vocabulary word.

ESL I.102 Given a numeral, the student will select the correct number word.

ESL I.103 Given a sentence the student will provide the correct verb form.

ESL I.104 Given a positive sentence, the student will select the correct sentence in the negative form.

ESL I.105 Given a set of simple questions, the students will select the correct answer.

Level 2

ESL I.206 Given a sentence, the student will fill in the missing preposition.

ESL I.207 Given a reading, the student will select the correct answer to a set of questions.

ESL I.208 Given a picture of a clock, the student will select the correct time.

ESL I.209 Given a date in numerals, the student will select the correct written date.

ESL I.210 Given a sentence, the student will select the correct question form.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: SPANISH AS A NATIVE LANGUAGE

B. DOMINANT) LANGUAGE): ☒ Spanish ☐ Portuguese ☐ English

C. GRADE) LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate I ☒ Junior High

D. COMPONENT GOAL: TO IMPROVE EACH PARTICIPANT'S LANGUAGE ARTS SKILLS IN HIS DOMINANT LANGUAGE.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SNL I.101 The student will be able to define and use with 75% accuracy a selected list of 100 vocabulary words.

SNL I.102 The student will be able to read a given short story.

SNL I.103 The student will be able to conform to standards of spelling, punctuation, and capitalization.

SNL I.104 The student will be able to spell with a selected list of 200 words.

SNL I.105 The student will be able to write 10 consecutive complete sentences.

Level 2

SNL I.206 The student will be able to define and use with 75% accuracy a selected list of 100 vocabulary words.

SNL I.207 The student will be able to discuss a given short story orally.

SNL I.208 The student, given a topic within his experience, will be able to write a paragraph which contains a topic sentence, as developed by expansion of the topic sentence.

SNL I.209 The student will be able to spell with a selected list of 200 words.

SNL I.210 The student will be able to write 10 consecutive complete sentences which are gramatically correct and which follow standard punctuation and capitalization.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MATHEMATICS

B. DOMINANT) LANGUAGE): ☒ Spanish ☐ Portuguese ☒ English

C. GRADE) LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate VII and VIII ☒ Junior High

D. COMPONENT GOAL: TO PROVIDE EXPERIENCES IN MATHEMATICS THAT WILL INSURE THE STUDENT'S UNDERSTANDING AND GROWTH IN COMPUTATION AND APPLICATION SKILLS.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

M 7.101 The student will be able to successfully perform the operations of addition, subtraction, multiplication, and division on the set of integers.

M 7.102 The student will be able to correctly identify, in both languages, the geometric figures.

M 7.103 The student will be able to label mathematical operations, sets of numbers (i.e., rational, irrational, integers, fractions, decimals, whole numbers, etc.) as well as mathematical terms such as percentage, ratio, square root, etc.

Level 2

M 7.204 The student will be able to read orally and answer in both languages the mathematical problems on each written test given at the end of each unit, i.e., the student will be able to name numbers, operations, and use mathematical terms in his second language.

M 7.205 The student will be able to successfully perform the operations of addition, subtraction, multiplication, and division on the set of integers.

M 7.206 The student will be able to label mathematical operations, sets of numbers (i.e., rational, irrational, integers, fractions, decimals, whole numbers, etc.) as well as mathematical terms such as percentage, ratio, square root, etc.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT LANGUAGE):
- ■ Spanish
- ☐ Portuguese
- ■ English

C. GRADE LEVEL):
- ☐ Kindergarten
- ☐ Ungraded Primary
- ☐ Ungraded Intermediate
- ■ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT AND TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY AND SOCIOLOGY.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SS 7.101 Given a map, the student will recognize physical and political boundaries.

SS 7.102 Given a map, the student will identify the basic land and water forms.

SS 7.103 Given a set of definitions of selected social studies vocabulary the student will identify the appropriate words.

SS 7.104 Given 5 research problems the student will identify the appropriate source with which to solve them.

SS 7.105 Given a description of 5 specific geographical areas the student will identify possible cultural phenomena.

Level 2

SS 7.206 Given a map, the student will indicate if the physical and political boundaries are similar or different.

SS 7.207 Given a map, the student will identify the basic land and water forms in his/her second language.

SS 7.208 Given a list of definitions of selected social studies vocabulary the student will identify the appropriate word.

SS 7.209 Given a list of 5 sentences the student will identify the one in which a specific word was used correctly.

SS 7.210 Given 5 cultural phenomena the student will identify the probable physical environment in which the people live.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT) LANGUAGE):
- ■ Spanish
- ☐ Portuguese
- ■ English

C. GRADE) LEVEL):
- ☐ Kingergarten
- ☐ Ungraded Primary
- ☐ Ungraded Intermediate
- ■ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSTIVE SELF-CONCEPT. TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SS 7.101 Dado un mapa, el estudiante podrá reconocer límites físicos y politicos.

SS 7.102 Dado un mapa, el estudiante podrá identificar las formas básicas terrestres y marinas.

SS 7.103 Dado un conjunto de definiciones de vocabulario seleccionado de las ciencias sociales, el estudiante podrá identificar las palabras apropiadas.

SS 7.104 Dados 5 problemas de investigación, el estudiante podrá identificar la fuente apropiada con la cual resolverlos.

SS 7.105 Dada un descripción de 5 determinadas áreas geográficas, el estudiante podrá identificar los posibles fenómenos culturales.

Level 2

SS 7.207 Dado un mapa, el estudiante podrá identificar las formas básicas terrestres y marinas en su segundo idioma.

SS 7.208 Dada una lista de definiciones de vocabulario seleccionado de las ciencias sociales, el estudiante podrá identificar la palabra apropiada.

SS 7.209 Dada una lista de 5 oraciones, el estudiante podrá identificar la oración en la cual se usa correctamente determinada palabra.

SS 7.210 Dados 5 fenómenos culturales, el estudiante podrá identificar el probable ambiente físico en el cual vive la gente.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT) LANGUAGE):
- [x] Spanish
- [ ] Portuguese
- [x] English

C. GRADE) LEVEL):
- [ ] Kingergarten
- [ ] Ungraded Primary
- [ ] Ungraded Intermediate
- [x] Junior High

D. COMPONENT GOAL: TO DEVELOP A POSTIVE SELF-CONCEPT. TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SS 8.101 Given a list of definitions of selected social studies vocabulary, the student will identify the appropriate word.

SS 8.102 Given a list of selected social studies vocabulary in the students second language, the student will match them to the same words in his/her dominant language.

SS 8.103 Given a list of aspects of North American Colonial life, the student will identify those which are of Spanish origin.

SS 8.104 Given a list of events, the student will identify those which cause people to change government.

SS 8.105 Given descriptions of the three branches of U.S. government, the student will identify executive, legislative or judicial.

Level 2

SS 8.206 Given incomplete sentences, the student will select the word to logically complete them.

SS 8.207 Given examples showing prejudice discrimination, stereotyping, scapegoating and segregation, the student will correctly label the situation.

SS 8.208 Given a list of human phenomena, the student will identify which are universal.

SS 8.209 Given a situation involving one of the fine freedoms of the First Amendment, the student will label the situation correctly.

SS 8.210 Given a situation, the student will indicate which civil liberty has been violated.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT LANGUAGE):
- [x] Spanish
- [ ] Portuguese
- [x] English

C. GRADE LEVEL):
- [ ] Kingergarten
- [ ] Ungraded Primary
- [ ] Ungraded Intermediate
- [x] Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT. TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SS 8.101 Dada una lista de definiciones de vocabulario seleccionado de las ciencias sociales, él podrá edentificar la palabra apropiada.

SS 8.102 Dada un lista de vocabulario seleccionado de las ciencias sociales en el segundo idioma del estudiante, él podra parearlas con las mismas palabras en su idioma dominante.

SS 8.103 Dada una lista de aspectos de la vida colonial de Norte América, el estudiante podrá identificar los que son de origen español.

SS 8.104 Dada una lista de acontecimientos, los estudiantes podrán identificar los que causan que la gente cambien de gobierno.

SS 8.105 Dadas descripciones de los tres ramos del gobierno estadunidense, el estudiante podrá identificar el ejecutivo, legislativo y judicial.

Level 2

SS 8.206 Dadas unas oraciones incompletas, el estudiante podrá escoger la palabra que lógicamente las complete.

SS 8.207 Dados unos ejemplos que muestran un prejuicio, la descriminación, un estereotipo, un chivo expiatorio y la segregación , el estudiante podrá clasificar correctamente la situación.

SS 8.208 Dada una lista de fenómenos humanos, el estudiante podrá identificar cuáles son universales.

SS 8.209 Dadas unas situaciones que tienen que ver con las 5 libertades de la Primera Enmienda, el estudiante podrá clasificarlas correctamente.

SS 8.210 Dada una situación el estudiante podrá indicar cuál libertad civil se ha violado.

Criterion reference tests: From these goals and objectives, we developed Criterion Feference Tests to measure the objectives. To date the Criterion Reference Tests for Spanish as a second language, Level I, English as a second language, Level I, Multicultural Social Studies Spanish, English, grades seventh and eighth have been completed. (See Appendix D thru I for completed Criterion Reference Tests.)

Plans call for the completion of the seventh and eighth grade Mathematics Criterion Reference Tests, English as a second language and Spanish as a second language Criterion Reference Tests, Levels II, and the Criterion Reference Tests for Spanish as a native language, Levels I and II by the end of June, 1976.

District approval of proposal: The next step of the practicum was to obtain approval and support from the district's administration for the development, implementation, and if funded, the actual installation of a Bilingual Multicultural Education Program for Winton Junior High School. At the Superintendent's Executive Council meeting in March 1975, the author presented his rationale for the development of a seventh and eighth grade bilingual program at Winton. The rationale consisted of an identification of the needs as expressed by the Winton community, parents, students, and staff members. Council approved the proposal.

With the approval of the Superintendent to proceed, a resolution was drawn up and presented to the Board of Education authorizing the author to prepare and submit an application for funding of the Bilingual Multicultural Program at Winton Junior High School. (See appendix J for Board of Education Resolution No. 7475-1171)

Final preparation of the proposal: These two phases completed, the next step was the final preparation of the proposal. Briefly the proposal consisted of:

1. Needs assessment
2. Program goals
3. Program objectives for each component
   a. Instruction
   b. Materials acquisition and development
   c. Staff development (included here was also the position description for the Bilingual Program Assistant Resource teacher for Winton Junior High School. (See Appendix L)
   d. Parent and community involvement
4. An evaluation design
5. Proposed budget covering the five major components (referred to in item three above)

The U.S. Office of Education authorized a five year program, on June 27, 1975 (see Appendix K). Immediately, the following steps were taken to effectuate the installation of the program at Winton Junior High School:

1. Assessing Existing Winton Junior High Staff

   It was necessary to conduct a needs assessment survey among the existing Winton Junior High staff in order to determine if anyone possessed the necessary requirements and competencies to teach the new bilingual classes. As a result of the survey conducted jointly by the principal and the author

of this practicum, it was determined that one teacher who was currently teaching mathematics and physical education was completely bilingual and had the desired competencies to teach the Bilingual Mathematics classes. An oral interview conducted bilingually as well as a written Spanish proficiency test was given in order to verify the needed competencies.

2. Recruiting and Hiring Additional Bilingual Staff

Having found a Winton staff person qualified to teach Bilingual Mathematics, it was necessary to recruit and hire one full time teacher who could teach Spanish as a second language, Spanish as a native language and English as a second language. After extensive recruiting such a person was found. The same oral and written testing procedures were employed as were used during the assessment of competencies of the Winton Junior High staff. In addition two bilingual instructional aides were needed. One instructional aide who had worked in the elementary bilingual program for three years requested and was granted a transfer to Winton Junior High School. The second instructional aide was selected off the eligible list through the District's Classified Personnel Department and was interviewed by the building principal, the author of this practicum and the newly selected bilingual teachers.

3. Preparing a Position Description for a Junior High Bilingual Program Assistant, and Recruiting and Hiring That Person

It was determined that this person should be intimately familiar with the needs of the participating Winton students so that he/she could act as a resource to the new bilingual teachers. In addition this person had to have competencies in the area of Social Studies as he/she would be required to teach two-fifths of the time, the seventh and eighth grade multicultural Social Studies classes. As a result of our recruiting and interviewing procedures, the bilingual teacher who taught the first bilingual class and assisted in the development of the new bilingual program for Winton was hired. (See Appendix L for position description for a junior high school Bilingual Program Assistant)

4. Designing and Implementing a Staff Training Program for the Winton Junior High School Bilingual Staff

Once the staffing was complete it was necessary to implement the planned staff training program. (Refer to detailed list of staff development objectives listed on pages 12-15 of this practicum.) Following is the agenda for the one week pre-service session and the master calendar of projected monthly inservice sessions.

BILINGUAL MULTICULTURAL WORKSHOP
August 25-29, 1975

MONDAY - AUGUST 25, 1975

8:30	Coffee	
9:00 - 9:30	Welcome and Opening	Dr. Raymond G. Arveson, Superintendent Ron Sousa, Project Coordinator, Bilingual Multicultural Education Henry Nicolini, Administrative Director of Elementary Education
9:30 - 10:00	Orientation: 1. Overview of Year 2. Objectives of Project 3. Overview of Workshop	Ron Sousa
10:15 - 12:15	Keynote Speaker Multicultural Education and How it Relates to Bilingual Multicultural Education	John Alston, Coordinator, Staff and Curriculum Development
12:15 - 1:30	Lunch (on your own)	
1:30 - 4:00	"A New Beginning" 1. Commitment or Non-Commitment 2. Second Language Acquisition 3. Teacher-Aide Relationships 4. Parent Involvement 5. Winton Jr. High Bilingual Program	Ron Sousa Program Assistants: Alda Brothers Flora Lofgren Marie Troiano Joan Ornbaun

TUESDAY - AUGUST 26, 1975

9:00 - 4:00	Orientation Discussion Role Playing > of the Evaluation Process	Evaluators: Alice Furry Merlynn Bergen Ron Sousa Program Assistants

BILINGUAL MULTICULTURAL WORKSHOP
August 25-29, 1975

10:15	Coffee	
12:00 - 1:30	Lunch (on your own)	

WEDNESDAY - AUGUST 27, 1975

8:30	Coffee	
9:00 - 10:30	Classroom Management and Discipline Techniques	Dorothy Wollen, Miller-Unruh Reading Specialist
10:45 - 12:15	Parent Involvement and Participation	Elisa Alvarez, Bilingual Kindergarten Teacher
12:15 - 1:30	Lunch (on your own)	
1:30 - 2:00	Process for Checking Out Materials from the Bilingual Resource Center	Josie Cunliff, Resource Center Aide
2:00 - 4:00	Multicultural Dances	Bilingual Staff

THURSDAY - AUGUST 28, 1975

Individual conferences may be set up with the bilingual management staff.	Ron Sousa Alda Brothers Flora Lofgren Marie Troiano
Teacher and instructional aide planning time in local schools.	
Bilingual teachers pick up materials at Bilingual Resource Center.	

FRIDAY - AUGUST 29, 1976

Individual conferences may be set up with the bilingual management staff.	Ron Sousa Alda Brothers Flora Lofgren Marie Troiano

Teacher and instructional aide planning time in local schools.

Bilingual teachers pick up materials at Bilingual Resource Center.

1975-1976 Inservice Meetings

When	Who	What
August 25-27	John Alston et al.*	See Bilingual Multicultural Education Workshop Agenda
September 25	Bilingual Resource Teachers	Bilingual Aide Orientation (new aides)
October 7	Leonard Olguin	"The No Problem Problem Child Bilingual Education - Awareness
November 15	Eleonor Thonis Jose Rosa	Methodology of teaching Spanish reading as a first language
December 11	Jane Curry	Methods in English language, arts, and reading as a first language
January 29	Merlynn Bergen Marie Troiano	Midyear evaluation report
February 28	Adele Nadeau	Second Language Acquisition
March 18	Carmen Canales	Methods in teaching Spanish reading as a first language
April 22	Frank Fagundes	Portuguese culture and folklore
May 20	Quentin Headley	A.V. workshop
June 3	Bilingual teachers and aides	Cultural culmination-Successful "I Did Do"
June 14-25	Teachers and Bilingual Program Assts.	Revision of objectives and all CRTs

The staff development component not only acts as a training ground for individual professional growth of all bilingual staff personnel, but also includes the mechanisms and provisions of ascertaining its impact on the quality of teaching observed or reported in the new bilingual classrooms. This is done in several ways. Two forms were developed to be filled out by each staff person at each inservice session. One questionnaire appraises the current workshop, while the other asks about the use of specific information and/or ideas from the previous month's inservice session. Reduced facsimiles of each questionnaire appear as Figure 1 on page 35.

In addition the Bilingual Program Assistant for Evaluation, under the authors supervision monitors each classroom using the program developed classroom observation instrument to determine if the instructional objectives are being met. Also the Program Assistant for evaluation is observing: (1) whether or not the methodology and ideas presented at inservice sessions are being implemented, and (2) the effect of their implementation on improving the educational process for the identified participants. Figure 2 on page 36 shows a reduced facsimile of the classroom observation sheet and the explanation code.

5. Developing the Evaluation Design

In developing an evaluation design that would effectively evaluate the program, which in essence constitutes this practicum, it was necessary to hire an outside evaluation consultant. The plan presented here is an outcome of the coordinated efforts of the program staff and the outside evaluator.

HAYWARD UNIFIED SCHOOL DISTRICT
State and Federal Programs
Office of Bilingual-Multicultural Education

WORKSHOP APPRAISAL FORM

Kindly Check One:

Bilingual Teacher____ Bilingual Instructional Aide____

Other Classroom Teacher____ Other Instructional Aide____

School Administrator____ Other____

We appreciate very much your cooperation and attendance at our Bilingual Multicultural Workshop. Please complete the following information.

The Workshop was:	The Speaker was:	The Topics were:
____Outstanding	____Outstanding	____Outstanding
____Above Average	____Above Average	____Above Average
____Average	____Average	____Average
____Below Average	____Below Average	____Below Average
____Poor	____Poor	____Poor

2. Briefly summarize the strengths and/or weaknesses of the Workshop.

3. Your suggestions for future Workshops.

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HAYWARD UNIFIED SCHOOL DISTRICT

Educational Services Division
Office of Bilingual Multicultural Education

Inservice or Conference Implementation Questionnaire

1. Name_____
2. School_____
3. Teacher_____Instructional Aide_____
4. Inservice or conference attended_____
5. List specific items (i.e., methods, objectives, evaluation, curriculum materials, professional growth materials, activities) which you learned at the above inservice or conference and briefly describe how you implemented these in your classroom.

Item	Description of Implementation
A.	
B.	

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Figure 1 Reduced facsimile of the two Workshop Questionnaires.

HAYWARD UNIFIED SCHOOL DISTRICT
State and Federal Programs
Bilingual Multicultural Education

CLASSROOM OBSERVATION SHEET

TIME	GROUPING			LANGUAGE USED			SUBJECT AREA					CURRICULUM MATERIALS									AIDE ACTIVITY					LESSON PLANS
	W	I	S	E	S	P	LA	M	SS	SL	O	B	W	D	M	T	AV	P	Q	O	I	M	D	C	O	L

COMMENTS: _____

Date _____ School _____ Classroom _____

Explanation of Code

GROUPING

W - Whole Class
I - Individual
S - Small Group

LANGUAGE USED

E - English
S - Spanish
P - Portuguese

SUBJECT AREA

LA - Language Arts
M - Mathematics
SS - Social Studies
SL - Second Language
O - Other

CURRICULUM MATERIALS

B - Books
W - Workbook
D - Ditto
M - Manipulative Game
T - Tapes
AV - Audio-Visuals
P - Pencil/Paper
Q - Quizzes, Exams
O - Other

AIDE ACTIVITY

I - Giving Instructions
M - Managing
D - Discipline
C - Grading
O - Other

LESSON PLANS

L - Plans Visible

Figure 2 Reduced facsimile of the Classroom Observation Sheet and the "Explanation of Code"

Participants: At Winton, 52 of the students in the program are female and 44 male; 41 are seventh-graders and 55 are in the eighth grade. Table 1 shows the current bilingual status of the students. The majority

TABLE I

Bilingual Status of the
Winton Junior High School

Bilingual Status	N	%
Monolingual English	16	17
Limited English	58	60
Bilingual	13	14
Limited Second Language	4	4
Monolingual Spanish	5	5
TOTALS	96	100

of the Winton program students are classified as limited-English. They have had most of their previous instruction in English and consequently they are considered English dominant, however, their English language skills are poor. These students are expected to benefit greatly from the bilingual instruction.

Program Components: The program has four major components which consist of, Instruction, Materials Acquisition and Development, Staff Development, and Parent Community Involvement. A new model to evaluate these components has been introduced this year. It provides the process

and structure for continuous, systematic assessment of the activities and outcomes in each component. Consequently many changes in program management and assessment have taken place. Current objectives are being refined and additional objectives are being specified. Information on student characteristics and educational environments is being gathered and introduced into the evaluation plan. This information will allow an even clearer definition of objectives, particularly in the instructional component.

A. The Model for Evaluation

Whereas the purpose of the program is the educational growth of the individual child, the purpose of evaluation is to assess the activities and outcomes of the program as a whole. Program evaluation is the process of collecting, analyzing, and interpreting information of many varieties in order to answer key questions about the success of the program and make recommendations regarding changes which may optimize such success. This latter question leads to a model of evaluation that does not reduce information to result in a "go-no-go" decision regarding the program. Instead, the model allows one to move within the four components, areas of subject matter contents, classrooms and schools, subgroups of students, and so on, to measure more closely the parts of the program that have resulted in greater or lesser attainment of the objectives.

We can inquire, for example, if the program produced greater increases in achievement for students in their first bilingual year than those not in the bilingual program. Does the grade level of a child make an important contribution to this difference? Another question, can we compare the success of enlisting participation of parents in different

schools or grade levels? Still another example might be data to answer a question about differential increases in achievement in math and reading; is it possible that bilingual teaching is more easily understood by all the children in math than in reading?

Thus, the evaluation model provides a method whereby the data obtained are closely matched with the critical goals and objectives of the program. Figure 3 shows the evaluation model. The evaluator begins with statements of the program's goals and objectives. She/he, together with the program staff, develcp objectives to evaluate each component of the program, prioritizing within time and budget limits. Program goals may be reworded, combined, or split into subparts to provide concise, measurable objectives.

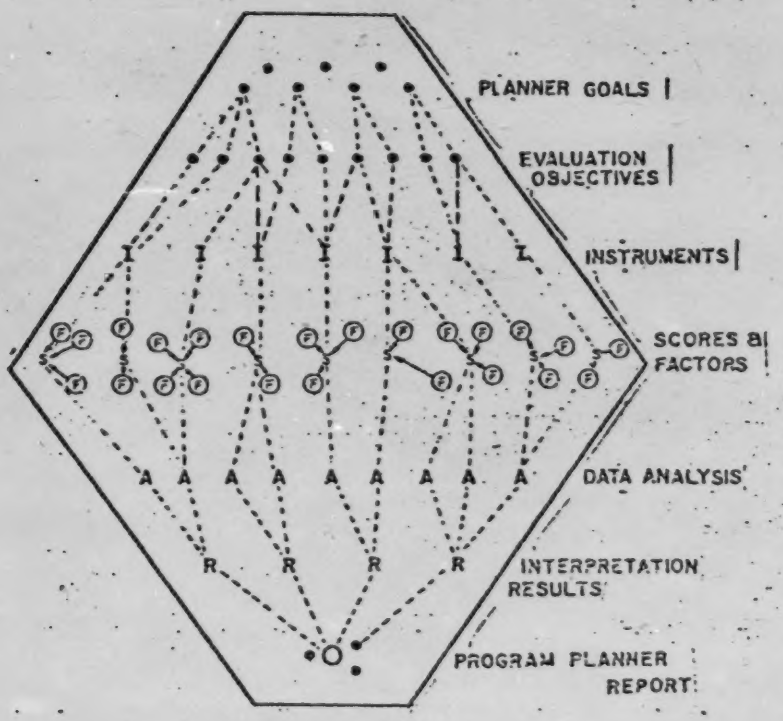


Figure 3 The Model for Evaluation

Instruments or other measures are chosen, adapted, or developed for assessment of each objective. Whenever possible many measures for the same objective are obtained. Multiple measures provide additional evidence and assurance that the outcomes are "real." Additionally different aspects of an objective can be evaluated. For example, it is one thing to know that 60 percent of the attendees made use of information given at a particular inservice session and quite another to know that only 55 percent of the teachers attended that particular session. On the other hand, measurements can often be used to provide data relevant to more than one objective. The model includes both possibilities.

Instruments and other measurements provide quantified scores or data. Scores, in turn, are influenced by the type of program instruction, for instance, or they may be a result of other factors, such as parental involvement or grade level of the students. Some of these factors are built into the program intentionally; others are characteristics that are unique to each school (open classrooms, scheduling) or the child (age, language dominance); and still others may be unanticipated (condition of the books, parental interest in achievement, nutritional status of the child). The model provides for a number of these factors to be considered when the scores are summarized and the data analyzed.

The thrust of the data analysis may be descriptive or inferential depending upon the evaluation questions, the quality and quantity of the data, and the likelihood that the necessary statistical assumptions have been met.

After analysis and interpretation the results and recommendations are provided in detail to the program planners who originally formulated the program goals and objectives. Finally, many decisions about the

program are made.

This fairly simple, process-oriented model provided the structure or plan for the 1975-1976 program evaluation. The plan is well underway. Initial planning sessions in June resulted in the development of a first set of objectives and plans for their measurement. The placement testing and TOBE/CTBS pre-testing have been completed. The model allows an on-going, flexible plan to be adapted to the continually moving process of education.

B. The Plan for Evaluation

The 1975-1976 evaluation plan encompassed the full evaluation model presented above. The plan is coordinated by the Bilingual Program Assistant in charge of the evaluation, under the supervision of the Project Director, assisted by the outside bilingual evaluation consultant, the district's supervisor of evaluation, and the administrative director of research and program development. The program planners have established a number of general goals:

- The expansion of the bilingual multicultural education program will provide for the participation of even more non-English and limited English speaking students in the district.
- Achievement levels for non-English and limited English students will increase as a result of the bilingual multicultural education program.
- A bilingual multicultural curriculum (currently Spanish and Portuguese) will become an integral part of the Hayward Unified School District's curricular offerings.

- The Hayward Unified School District will be staffed with a team of trained and experienced bilingual multicultural teachers and instructional aides.
- The Hayward Unified School District will become more aware of its multicultural community.
- Through inservice training and adult education programs, parents of the participants will broaden and increase their knowledge in a variety of subject areas, such as second language acquisition, multicultural awareness, health, nutrition, etc.

The program staff also has defined objectives for each of the four major components. These objectives are now specific and well-suited to quantified evaluation.

A prioritization of objectives has been achieved by emphasizing the evaluation of objectives related to outcomes as they are influenced by four major program components. This does not mean that other important, more activity-oriented, objectives have been neglected. The program director and his four assistants plan and monitor such objectives using the master calendar, Gantt charts, time lines, activity flow diagrams, check-lists, logs, minutes, and so on.

6. Installing of the Approved Program Into Hayward Unified School District's Educational System

Upon receipt of the grant award from the U.S. Office of Education ESEA TITLE VII Office of Bilingual Education, the Superintendent of the Hayward Unified School District authorized the author of this practicum, as project director

to implement and install the program at Winton Junior High School and to take the necessary steps in order to assure a successfully implemented program.

The enclosed Project Management Time Frame illustrates the steps taken in the actual installation of the program.

PROJECT MANAGEMENT TIME FRAME

Fiscal Year 1975 - 1976

TIME ALLOCATIONS IN MONTHS

8 9 10 11 12 1 2 3 4 5 6 7 8

	Project Director	Prog. Specialists	Prog. Assistants	Bilingual Teachers	Instruc. Aides	Parent Ed. Aides	Evaluator			
Hire new bilingual staff	X	X	X			X	X			
Order equipment	X	X	X							
Pre-service	X	X	X	X	X	X	X			
Evaluation of pre-service	X	X	X	X	X	X	X			
Redesign pre-service format for next year	X	X	X	X	X	X	X			
Identify new students, parents	X	X				X				
New student, parent orientation	X	X	X	X	X	X	X			
Start curriculum design	X	X	X	X	X		X			
Start process management	X	X					X			
Start community advisory meetings	X	X	X	X	X	X				
Start instruction			X	X	X					
Start staff development inservice	X	X	X	X	X	X	X			
Process evaluation	X	X					X			
Administer Language Dominance Index	X	X	X	X			X			
Pre-test - standardized			X	X	X		X			
Pre-test - criterion referral			X	X	X					
Install equipment	X	X	X							
Evaluator pre-test analysis report	X						X			
Interim evaluation review process	X						X			
Project rewrite	X						X			
Continuation project submission	X						X			
Post-test - standardized	X	X	X				X			
Final evaluation report	X						X			

METHOD OF EVALUATION

The evaluation techniques used in this practicum were that:

1. Approval would be obtained from the Superintendent's Executive Council and the Board of Education to design and submit a proposal for possible funding of a Bilingual Multicultural Education Program for Winton Junior High School.

   This has been completed. At the Superintendent's Executive Council meeting in March 1975, the author presented his plan and was given district approval to draw up a board resolution authorizing the submission of the program proposal to federal funding authorities. Refer to the Board of Education Resolution. (Appendix J)

2. The 7th and 8th grade Bilingual Multicultural Education Program proposal designed for Winton Junior High School would successfully meet the requirements for approval by that or Federal funding agencies.

   Notification of the grant award from the U.S. Office of Education, ESEA TITLE VII, Office of Bilingual Education, was received June 27, 1975. Refer to Grant Award Document. (Appendix K)

3. Broad program goals and objectives would be designed and implemented within the proposed program.

   This has been completed. Refer to pages 10 - 16 of this practicum report for the complete list of program goals and program objectives for each of the four major

program components: Instruction, Materials Acquisition and Development, Staff Development and Parent and Community Involvement. Each components' objectives were developed through the coordinated efforts of the author his program assistants, existing bilingual staff who had 7th and 8th grade teaching experience, parents and students.

4. Student performance objectives for the following areas would be developed: Multicultural Social Studies, Bilingual Mathematics, English as a second language, Spanish as a second language, and Spanish as a native language.

   This has been completed. Appendix B shows the first draft of the goals and individual student objectives written by the committee of bilingual program assistants, and bilingual teachers under the supervision of the author. Appendix C shows the revised goals and objectives after they had been reworded and refined. These were used in September by the teachers at the implementation level. Pp. 18-25 within the body of the Practicum Report, show the final version of the goals and individual student performance objectives which are a result of a five months field testing in the Winton Junior High Bilingual Classes. As the goals and objectives were being revised, every bilingual teacher on the staff, along with the administration, examined each objective. The author, along with the writing committee,

being obtained by the students.

5. One bilingual teacher and two bilingual instructional aides would be recruited and hired.

   This was accomplished by the opening of school in September, 1975. Refer to pp. 28-29 within the body of this Practicum Report which describes in detail the procedures followed.

6. A position description for a junior high Bilingual Program Assistant Resource Teacher would be prepared and recruitment and hiring of that person would take place.

   This has been completed, pp. 28-29 within the body of this Practicum Report describes in detail the process used hiring the new Program Assistant for Winton Junior High School. Refer to Appendix L for the completed position description for the Bilingual Program Assistant, Winton Junior High School.

7. A staff training program would be designed and implemented for the Winton Junior High School bilingual staff.

   This has been completed and is an ongoing process. Pp. 12-15 and pp. 30-34 describe in detail the staff training design as well as the Master Calendar of staff inservice training activities for the 1975-1976 school year.

   In addition, two questionnaires have been developed, and are used at each inservice session. One asks the staff to evaluate the current session and the other asks

wrote and re-wrote each objective as many times as necessary in order to be sure it related to student needs. An effort was made to make the objectives short and to the point and not use extra words or phrases. Student needs were always the most important factor.

In addition, Criterion Reference Tests to measure the effectiveness of each objective are currently being developed and field tested. To date, Criterion Reference Tests for Spanish as a second language Level I, English as a second language, Level I, and Multicultural Social Studies, Spanish and English Grades Seven and Eight have been completed. Refer to Appendices D thru I for the completed Criterion Reference Tests. The following Criterion Reference Tests are expected to be completed by June 1976: Mathematics Grade Seven and Eight, Spanish as a second language, Level II, English as a second language, Level II, and Spanish as a native language, Levels I and II.

To date this new accountability system utilizing individual student performance objectives and measurement by Criterion Reference Tests has proven to be a very positve step towards creating a qualitatively different form of education in the bilingual classrooms. For the first time at the junior high level, diagnostic prescriptive individualized instruction is taking shape and being integrated into the total curriculum. Teachers not in the bilingual classrooms are curious and are looking very carefully at the positive results

how they have implemented methodology and ideas presented at the previous month's inservice session. Staff evaluations have been positive, but more importantly have been the actual implementations of the ideas and methodology presented at the sessions as observed by the author and his Bilingual Program Assistants.

Attendance records at all the inservice sessions has been excellent. With the exception of one instructional aide not attending one session, due to a class conflict we have had 100% attendance.

8. An evaluation design would be developed utilizing both formative and summative evaluation to insure the progress and success of the program.

This has been accomplished. Pp. 34-45 describes the programs's evaluation design. An outside evaluator has been hired on a contractual basis and is working very closely with the author, the Bilingual Program Assistant in charge of Evaluation, the District's Supervisor of Evaluation and the Administrative Director of Research and Program Development in coordinating the programs evaluation model. The outside evaluator is also responsible for writing both the interim and final evaluation reports to the U.S. Office of Education, ESEA TITLE VII, Office of Bilingual Education. Also as a means of ongoing evaluation and assessment the evaluator prepares a pre-test analysis report for the staff. The purpose is to review

the scores achieved by the students on the pre-test CTBS forms Level II, and to determine if there is a need for program redirection or special areas to be zeroed in on.

9. The approved program would be installed into the Hayward Unified School District's educational system at the beginning of the 1975-1976 school year.

The program was officially installed into the educational system on September 10, 1975, when the two bilingual teachers, two bilingual instructional aides, and the Bilingual Program Assistant for Winton Junior High School, under the direct supervision of the author of this practicum as Project Director, began offering seven periods of bilingual education classes at Winton Junior High School.

Below, the Project Management Time Frame is repeated showing actual installation procedures and their completion dates. Appendix M is a copy of "Hayward Schools In Action," a monthly district publication, with a news item on the newly installed Bilingual Multicultural Program at Winton Junior High School.

PROJECT MANAGEMENT TIME FRAME

Fiscal Year 1975 - 1976

TIME ALLOCATIONS IN MONTHS

8 9 10 11 12 1 2 3 4 5 6 7 8

	Project Director	Prog. Specialists	Prog. Assistants	Bilingual Teachers	Instruc. Aides	Parent Ed. Aides	Evaluator	Completion Date
Hire new bilingual staff	X	X	X			X	X	9/75
Order equipment	X	X	X					9/75
Pre-service	X	X	X	X	X	X	X	8/75
Evaluation of pre-service	X	X	X	X	X	X	X	9/75
Redesign pre-service format for next year	X	X	X	X	X	X	X	10/75
Identify new students, parents	X	X				X		9/75
New student, parent orientation	X	X	X	X	X	X	X	9/75
Start curriculum design	X	X	X	X	X		X	in progress
Start process management	X	X					X	in progress
Start community advisory meetings	X	X	X	X	X	X		In progress
Start instruction			X	X	X			in progress
Start staff development inservice	X	X	X	X	X	X	X	in progress
Process evaluation	X	X					X	in progress
Administer Language Dominance Index	X	X	X	X			X	10/75
Pre-test - standardized			X	X	X		X	10/75
Pre-test - criterion referral			X	X	X			10/75
Install equipment	X	X	X					10/75
Evaluator pre-test analysis report	X						X	11/75
Interim evaluation review process	X						X	1/76
Project rewrite	X						X	in progress
Continuation project submission	X						X	____
Post-test - standardized	X	X	X				X	____
Final evaluation report	X						X	____

As a means of evaluating whether the program is succesful in operation, the following activities have been accomplished or are in progress.

ACTIVITIES	EXPECTED DATE OF COMPLETION	ACTUAL DATE OF COMPLETION
1. Administer Language Dominance Test (Marysville Language Dominance Index)	10/15/75	10/15/75
2. Development of student performance objectives	12/15/75	12/10/75
3. Ongoing development of Criterion Reference Tests	25% to be completed 1/10/75 75% to be completed 6/30/76	1/10/75 50% of CRT's completed
4. Development of Mastery Tests	9/15/75	in progress
5. Pre-test- Standardized C.T.B.S. (General achievement measurement in all subject areas.)	10/75	10/15/75
6. Post-test-Standardized C.T.B.S. (General achievement measurement in al subject areas.)	5/76	
7. Nelson Reading Test- Standardized	(Midyear) 2/76	2/10/76
8. Classroom environment inventory- Rudolph Moos	5/76	
9. District Developed Self Concept Test	5/76	
10. Bilingual Staff Questionnaire	6/76	
11. Parent Attitude Questionnaire	6/76	

The above activities will be repeated each year in order that we begin the development of a longitudinal study on the participating students.

Utilizing the CTBS form S Level II fall pre-test 10/75 the total Reading, Language, and Math raw scores for the 7th graders were compared to the fall pre-test 10/74 for the total Reading, Language, and Math raw scores for the same students as 6th graders.

	6th GRADE MEAN	7th GRADE MEAN
TOTAL READING RAW SCORES	43.99	49.20
TOTAL LANGUAGE RAW SCORES	61	66.80
TOTAL MATH RAW SCORES	52.20	57.86

Sixteen (1) monolingual English speaking students have voluntarily enrolled in the program.

The students participating in the program have expressed excitement and enthusiasm for the new program. For the first time students from the junior high level have been allowed to be representatives on the District Advisory Committee for Bilingual Multicultural Education. At these meetings the students have reported to parents and community members that they like the fact their teachers and instructional aides talk to them in Spanish and that being in the bilingual classes has helped them with their work in other classes.

Parents attending monthly school Advisory Committee meetings as well as the District Advisory Committee meetings for Bilingual Multicultural Education, have reacted favorably to the program. Parents measure of success of the practicum is by the students' positive attitude towards the teachers, aides, new curriculum and the program. Many of the parents are volunteering services bringing their talents and resources into the classrooms.

Results to date shown by the norm reference test scores, the Criterion Reference Tests, teacher opinion, parent attitudes and students self appraisal have shown positive achievement, though not completely definitve. Additional testing will be required over the next three to four years to clearly determine the final results of the program.

In the meantime, however, the program is continuing and a process of ongoing redesign is occuring when necessary in an effort to improve the quality of the bilingual program.

In the final analysis, the true measure of success of the practicum will be its impact on the classroom and the effects on the participating children.

FURTHER APPLICATION AND FOLLOW UP

To date several other junior high schools are looking closely at the newly installed bilingual program at Winton Junior High School. These schools have legitimate needs for such programs and it is hoped that as the program at Winton achieves success, the program package could then be implemented in other schools within the district as well as within other districts within the state.

The true results of this program will only be evidenced by a follow up of these same students five years upon graduation from the Hayward Unified School System.

THREE PERSONS QUALIFIED TO OBSERVE THE PRACTICUM:

- Dr. Dan A. Foster, Director, State and Federal Programs
  Hayward Unified School District
  P.O. Box 5000
  Hayward, California 94540
  (415) 881-2735

- Dr. Wayne Sorenson, Administrative Director Research and
  Program Development
  Hayward Unified School District
  P.O. Box 5000
  Hayward, California 94540
  (415) 881-2655

- Ms. Merlynn Bergen, Evaluator
  7933 Belknap Drive
  Cupertino, California 95014
  (415) 497-4868

The above persons have been requested to submit letters to the Practicum Department. Their letters should be forthcoming.

DEPARTMENT OF SPANISH BILINGUAL/BICULTURAL EDUCATION

JUNIOR HIGH SCHOOL LEVEL

OVER-ALL GOAL OF SPANISH BILINGUAL/BICULTURAL EDUCATION

THE FORMING OF CITIZENS WHO WILL BE EQUALLY FUNCTIONAL AND PRODUCTIVE IN MORE THAN ONE LANGUAGE AND IN MORE THAN ONE CULTURE.

TO ATTAIN THIS GOAL, THE STUDENT MUST BE PERMITTED TO LEARN SUBJECT MATTER IN HIS FIRST LANGUAGE, WHILE ACQUIRING THE SECOND, ENGLISH. THROUGH THIS MORE HUMANE AND ENRICHED SCHOOL EXPERIENCE, THE DEPARTMENT HOPES TO PROVIDE FOR THE STUDENT A MEANS TOWARD DEVELOPMENT OF A MORE HARMONIOUS AND POSITIVE SELF-IMAGE.

Secondary Spanish Bilingual Program
San Francisco Unified School District

SPANISH BILINGUAL/BICULTURAL SOCIAL STUDIES PROGRAM

GOALS AND TERMINAL OBJECTIVES

THE TERMINAL OBJECTIVES FOR THE JUNIOR HIGH SPANISH BILINGUAL/BICULTURAL SOCIAL STUDIES PROGRAM WILL PARALLEL THOSE OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT WITH A PARTICULAR ORIENTATION DESIGNED TO BUILD OR IMPROVE THE HISPANIC STUDENT'S SELF CONCEPT: FIRST, BY THE USE OF THE STUDENT'S NATIVE TONGUE, AND SECONDLY, BY INCLUDING IN THE CURRICULUM A STUDY OF THE HISPANIC CONTRIBUTION TO THE DEVELOPMENT AND GROWTH OF THE UNITED STATES OF AMERICA. FOR THE NEWLY- OR RECENTLY-ARRIVED STUDENT: GOALS ARE DESIGNED TO ORIENT HIM TO GENERAL PROCEDURES IN JUNIOR HIGHSCHOOL, TO SERVICES OFFERED BY THE COMMUNITY, AND THE LIKE.

SOCIAL STUDIES PROGRAM : SPANISH BILINGUAL/BICULTURAL ORIENTATION

TERMINAL OBJECTIVES

I THE STUDENT WILL SEE HIMSELF AS A PRODUCT OF HISTORY, ESPECIALLY OF THE HISTORY OF HIS OWN PEOPLE AND HIS OWN CULTURE.

SAMPLE BEHAVIORAL OBJECTIVES:

-GIVEN A LIST OF FIVE HISTORIC PERSONALITIES OF HISPANIC ORIGIN, THE STUDENT WILL IDENTIFY THEM AND CITE THE CONTRIBUTION OF EACH TO THE DEVELOPMENT OF CALIFORNIA. (WITH 85% ACCURACY.)

-BY ACTIVE PARTICIPATION IN A GROUP DISCUSSION, THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE ROLE OF THE MEXICAN-AMERICAN IN THE DEVELOPMENT OF THE AGRICULTURAL INDUSTRY OF CALIFORNIA.

-IN A FOUR-PARAGRAPH ESSAY, THE STUDENT WILL ACCURATELY DESCRIBE SPANISH-STYLE ARCHITECTURE, GIVING THREE CHARACTERISTICS WHICH MADE THIS STYLE SUITED TO THE CLIMATE AND GEOGRAPHY OF CALIFORNIA AND THE SOUTHWEST.

II THE STUDENT WILL UNDERSTAND HIMSELF AS AN ACTOR IN CURRENT EVENTS: A PERSON SHAPED BY HIS PRESENT HISTORICAL, GEOGRAPHICAL AND CULTURAL SITUATION, MODIFIED BY THE ISSUES, EVENTS AND PERSONALITIES OF THE PAST.

SAMPLE BEHAVIORAL OBJECTIVE:

-USING STANDARD METHODS OF INQUIRY AND RESEARCH, THE STUDENT WILL GIVE AN ORAL REPORT ON ONE OF THE PROMINENT CIVIC ORGANIZATIONS IN THE MISSION DISTRICT OF SAN FRANCISCO.

III THE STUDENT WILL UNDERSTAND HIS POTENTIAL AS AN EFFECTIVE FORCE IN DETERMINING THE COURSE OF HIS SOCIETY: THIS POTENTIAL RECOGNIZED IN HIMSELF AS A PERSON WHO IS BILINGUAL AND BICULTURAL. HE WILL DEVELOP SKILLS IN USING THE TOOLS OF SOCIAL ANALYSIS TO HELP HIM MAKE DECISIONS IN HIS FUTURE ROLE AS CITIZEN, VOTER, CONSUMER, PRODUCER, ELECTED OFFICIAL -- WHATEVER HIS FUTURE POSITION IN A PLURALISTIC SOCIETY SUCH AS OURS MAY BE.

Sample Behavioral Objectives:

-The student will cite from recent historical and current events three advantages of the bilingual/bicultural citizen in the area of foreign affairs and foreign policy.

-The student will list four ways in which a leader might be selected in a given situation

IV The student will learn ways of dealing intelligently with controversial issues: he will especially learn to determine constructive ways of resolving/dealing with conflict.

Sample Behavioral Objectives:

-The student will define the concepts RIGHTS and RESPONSIBILITIES, and explain how the two are concomitant.

-The student will define at least three reasons why a group might decide upon rules or laws to govern themselves.

-Taking a conflict situation in U. S. History.(e.g., war, violent demonstration, assassination), the student will suggest at least one constructive alternative to the resolution of conflict.

Objectives for the Orientation Program: Social Studies

1- Students will become aware of differences between typical Latin-American and North American family.

2- Studetns will begin to think critically about pehnomenon of family: how its organization reflects circumstances in which it exists, some of its functions, some typical responsibilities of its members, etc.

3- Students will become aware of different types of housing - realizing how geography, social customs, economic circumstances even political dominance can influence the building of shelters. (For example, the influence of Victorian England on the rest of the world: at the time many of San Francisco's houses were being built.)

4- Students will become aware of housing patterns: hi-rise apartments in areas where land is scarce - and expensive; sprawling "ranch type" houses with yard in suburbs where land is more available.

or

Students will study and compare the architecture of houses(including materials used) in different parts of the United States and different countries in Latin-America.

ORIENTATION PROGRAM (CONT'D)

5- STUDENTS WILL BECOME AWARE OF DIFFERENCES IN MEAL CONTENT AND MEAL TIMES BETWEEN NORTH AMERICANS AND LATIN AMERICANS. THEY WILL OBSERVE THE CREATIVE WAY IN WHICH EACH GROUP DERIVES OPTIMUM FOOD VALUE FROM ITS CUISINE.

6- STUDENTS WILL BE ORIENTED TO GENERAL PROCEDURES IN JUNIOR HIGH SCHOOL: CHANGING CLASSES, HOMEROOM, DRESSING FOR GYM, LOCKERS; THE STRESS PLACED IN THE UNITED STATES ON STUDENT GOVERNMENT, COMPETITIVE SPORTS, ETC.

7- STUDENTS WILL BECOME AWARE OF SERVICES AND SUPPLIES OFFERED BY COMMUNITY STORES AND SHOPS, AS WELL AS DIFFERENCES IN ENLISTING AND ACQUIRING THEM IN THE U.S.

8- STUDENTS WILL BECOME AWARE OF VARIOUS RECREATIONAL OPPORTUNITIES IN SAN FRANCISCO.

9- STUDENTS WILL LEARN HOW TO LOCATE SPECIFIC PLACES ON MAPS IN SAN FRANCISCO, AND GO TO VISIT THESE PLACES.

10- STUDENTS WILL BECOME AWARE OF THE "CHARACTER" AS WELL AS OF THE LOCATION OF VARIOUS MAJOR SECTIONS OF SAN FRANCISCO: CIVIC CENTER, FINANCIAL DISTRICT, EMBARCADERO, NORTH BEACH, CHINATOWN, THE MARINA, THE PRESIDIO, THE RICHMOND AND SUNSET DISTRICTS, PACIFIC HEIGHTS, THE MISSION, GOLDEN GATE PARK.

11- STUDENTS WILL LEARN THE MEANING OF THE WORD "GHETTO" AND ANALYSE HOW THE TERM MIGHT APPLY TO CERTAIN SECTIONS OF THE CITY.

DEPARTMENT OF SPANISH BILINGUAL/BICULTURAL EDUCATION

JUNIOR HIGH SCHOOL LEVEL

SPANISH FOR NATIVE SPEAKERS OF SPANISH : TERMINAL OBJECTIVES

LEVELS I-IV

I THROUGH PROGRESSIVELY MORE VERSATILE EXPERIENCES IN AND OUTSIDE THE CLASSROOM (FILMS, TV PROGRAMS ASSIGNED FOR HOME LISTENING, LECTURES), THE STUDENT WILL DEVELOP INCREASING COMPREHENSION OF HIS NATIVE TONGUE, DEMONSTRATED BY PROGRESSIVE FACILITY IN SUMMARIZING AND/OR DISCUSSING THE MATERIAL HEARD.

SAMPLE BEHAVIORAL OBJECTIVES:

-AFTER LISTENING TO A LECTURE ON THE NAMING OF EL CAMINO REAL, THE STUDENT WILL GIVE HIS IMPRESSIONS ORALLY WITH A DEGREE OF FACILITY AND CORRECTNESS SATISFACTORY TO THE TEACHER.

-FROM MATERIAL GATHERED FROM A TV PROGRAM ASSIGNED FOR LISTENING, THE STUDENT WILL LIST TEN WORDS OR EXPRESSIONS USED BY THE ANNOUNCER OR SPEAKERS THAT SEEMED TO HIM EXPRESSIVE AND/OR COLORFUL, AND USE ONE OF EACH OF THESE CORRECTLY IN FIVE SENTENCES.

II THROUGH INTENSIVE STUDY OF TEXTBOOK MATERIALS AND OF SELECTED WORKS OF THREE OR FOUR MAJOR AUTHORS, AND THROUGH EXTENSIVE READING FROM SUPPLEMENTARY TEXTS, NEWSPAPERS, AND OTHER PERIODICALS, THE STUDENT WILL DEMONSTRATE ABILITY TO READ THE LANGUAGE MORE RAPIDLY AND WITH INCREASED COMPREHENSION AND ENJOYMENT.

SAMPLE BEHAVIORAL OBJECTIVES:

-GIVEN A SHORT MEXICAN LEGEND TO READ SILENTLY DURING A CLASS PERIOD, THE STUDENT WILL GIVE HIS IMPRESSIONS OF THE SPIRIT AND THE STYLE OF AUTHOR, WITH PROFICIENCY APPROVED BY THE TEACHER.

-GIVEN A NEWSPAPER ARTICLE ON THE VOTING RECORD OF ONE OF THE PRESIDENTIAL CANDIDATES, THE STUDENT SHALL GIVE IN WRITING THE THREE MOST IMPORTANT POINTS THAT THE JOURNALIST WISHED TO EMPHASIZE.

III THROUGH INTENSIVE WRITING EXERCISES INVOLVING FINER POINTS OF GRAMMAR AND IDIOM, AND A STUDY OF DIFFERENT LITERARY STYLES, THE STUDENT WILL EXPRESS IDEAS CLEARLY AND EFFECTIVELY IN EXPOSITORY WRITING, AND, IN THE CASE OF THE GIFTED STUDENT, DEVELOP POTENTIAL FOR MORE CREATIVE COMPOSITION.

SAMPLE BEHAVIORAL OBJECTIVES: (IN SPANISH)

-DADA UNA SERIE DE SUBSTANTIVOS, EL ALUMNO ANADIRÁ EL ADJETIVO CALIFICATIVO QUE MÁS CONVENGA.

-DADA UNA LISTA DE SUSTANTIVOS, EL ALUMNO PONDRÁ EN FRENTE O DETRÁS UN ADJETIVO CUANTITATIVO O DETERMINATIVO.

-DADA UNA SERIE DE EXPRESIONES DISPARATADAS, EL ALUMNA LAS ESCRIBIRÁ DE NUEVO, HACIENDO LAS CORRECCIONES NECESARIAS.

TRANSLATION:

-GIVEN A SERIES OF NOUNS, THE STUDENT WILL AFFIX A QUALIFYING ADJECTIVE.

-GIVEN A LIST OF NOUNS, THE STUDENT WILL PLACE IN FRONT OR IN BACK OF THE NOUNS A LIMITING OR DETERMINATIVE ADJECTIVE.

-GIVEN A SERIES OF SENTENCES CONTAINING INCONSISTENCIES OR ERRORS IN USAGE, THE STUDENT WILL REWRITE THE SENTENCES MAKING ALL NECESSARY CORRECTIONS.

SPANISH BILINGUAL/BICULTURAL SCIENCE PROGRAM

GOALS AND TERMINAL OBJECTIVES

THE TERMINAL OBJECTIVES FOR THE JUNIOR HIGH SPANISH BILINGUAL/BICULTURAL SCIENCE PROGRAM WILL PARALLEL THOSE OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT EXCEPT THAT SCIENCE WILL BE TAUGHT BOTH IN SPANISH AND IN ENGLISH; TEXTS IN BOTH LANGUAGES WILL BE USED.

ADDED TO THE SCIENCE PROGRAM WILL BE INFORMATION DESIGNED TO HELP THE STUDENT ADJUST TO AMERICAN HEALTH AND SAFETY PRACTICES.

SPANISH BILINGUAL/BICULTURAL EDUCATION : JUNIOR HIGH SCHOOL ESL

OVER-ALL OBJECTIVE FOR THE STUDY OF ENGLISH AS A SECOND LANGUAGE

> THE ACQUISITION OF A SET OF LANGUAGE SKILLS LEADING TO REAL MASTERY OF THE LANGUAGE IN ORDER TO COMMUNICATE WITH PERSONS WHO USE ENGLISH AS THEIR MOTHER TONGUE, TO READ THEIR LITERATURE, TO UNDERSTAND THEIR WAY OF LIFE, THEIR CULTURE AND THEIR CONTRIBUTION TO WORLD CIVILIZATION AND PROGRESS.

TERMINAL OBJECTIVES

THROUGHOUT A I TO IV LEVEL OF STUDY OF THE LANGUAGE, AND WITH PROFICIENCY CORRESPONDING TO THE PARTICULAR LEVEL OF LEARNING, THE STUDENT WILL:

I THROUGH MASSIVE LISTENING AND IMITATION, RESPOND SPONTANEOUSLY AND COMPREHENDINGLY TO THE LANGUAGE AS IT IS NORMALLY USED BY NATIVE SPEAKERS.

SAMPLE BEHAVIORAL OBJECTIVES:

-THE STUDENT WILL PRODUCE FROM MEMORY WHEN CUED BY A PRECEDING LINE, A FLASHCARD OR OTHER VISUAL, ANY LINE OF A DIALOG OR OTHER UTTERANCE DRILLED IN CLASS.

--THE STUDENT WILL IMITATE BASIC SENTENCES OR ANSWER QUESTIONS WITH ACCURATE PATTERNS OF RHYTHM AND MELODY, AND ACCURATE INDIVIDUAL SOUNDS, AS JUDGED BY THE TEACHER.

-THE STUDENT WILL DEMONSTRATE ABILITY TO MAKE VARIATIONS IN BASIC SENTENCES OR DIALOGS FOR PURPOSES OF PERSONALIZATION: E.G., THE SUBSTITUTION OF THE REAL NAMES OF CLASSMATES FOR THOSE GIVEN IN THE TEXT.

II AFTER CAREFULLY CONTROLLED PRACTICE IN USING THE SOUND AND STRUCTURAL PATTERNS OF THE LANGUAGE, DEVELOP FACILITY IN SPEAKING IN NATIVE OR NEAR-NATIVE FASHION. (IN LEVELS III AND IV, THE STUDENT WILL DEMONSTRATE ABILITY TO DISCUSS GRADED MATERIAL IN ENGLISH.)

SAMPLE BEHAVIORAL OBJECTIVE:

-THE STUDENT WILL BE ABLE TO TAKE PART IN A DRAMATIC ENACTMENT OF A SITUATION USING APPROPRIATE ACTIONS AND GESTURES.

-THE STUDENT WILL RECOGNIZE AND REPRODUCE THE THREE BASIC AND UNIQUE ENGLISH VOWEL SOUNDS /I/æ/ʊ/, SO THAT A CASUAL LISTENER WILL BE ABLE TO DISTINGUISH STUDENT'S /I/ FROM /i/; /æ/ FROM /ɛ/; /ɑ/ FROM /ʌ/.

III THROUGH PRACTICE IN READING MEMORIZED, THEN REARRANGED, AND FINALLY NEW MATERIAL, DEMONSTRATE -- BY MEANS OTHER THAN DIRECT TRANSLATION (E.G., SUMMARIES) -- INCREASING COMPREHENSION OF THE WRITTEN LANGUAGE (READING.)

SAMPLE BEHAVIORAL OBJECTIVE:

-GIVEN A SHORT READING SELECTION, THE STUDENT WILL ANSWER TEN QUESTIONS REGARDING THE CONTENT IN HIS OWN WORDS WITH A MINIMUM OF TWO ERRORS.

IV BY FIRST COPYING MATERIAL ALREADY MEMORIZED, THEN BY WORKING THROUGH CAREFULLY CONTROLLED AND GRADED EXERCISES, DEVELOP EASE IN WRITING SENTENCES AND SIMPLE PARAGRAPHS CORRECTLY AND EFFECTIVELY USING PROGRESSIVELY MORE COMPLICATED GRAMMATICAL STRUCTURES.

SAMPLE BEHAVIOR OBJECTIVES:

-GIVEN 20 SENTENCES IN THE PRESENT TENSE, THE STUDENT WILL, WITHIN A 15-MINUTE TIME LIMIT, REWRITE THE SENTENCES IN THE SIMPLE PAST WITH 85% ACCURACY.

-GIVEN A SERIES OF QUESTIONS RELATED IN CONTENT, THE STUDENT SHALL ANSWER THEM; THEN COMBINE THE ANSWERS INTO A COHERENT PARAGRAPH, WITH LESS THAN THREE ERRORS IN SPELLING OR STRUCTURE.

V THROUGH GRADUALLY EXPANDING AND DEEPENING EXPERIENCES (ACTUAL OR THROUGH LITERATURE), DEMONSTRATE BY DISCUSSION, WRITING, OR OTHER OBSERVABLE BEHAVIOR, UNDERSTANDING OF THE CIVILIZATION AND CULTURE OF THE AMERICAN PEOPLE, OF WHOSE COUNTRY THE STUDENT HAS BECOME AN INTEGRAL PART.

SAMPLE BEHAVIORAL OBJECTIVE

-THE STUDENT SHALL IN A ROLE-PLAYING SITUATION, DEMONSTRATE KNOWLEDGE OF THE SYSTEM OF AMERICAN CURRENCY.

-THE STUDENT WILL WRITE A SHORT ESSAY COMPARING SPANISH "PELOTA" WITH AMERICAN "BASEBALL."

-THE STUDENT WILL READ AN AMERICAN SHORT STORY, AND GIVE A REPORT TO THE CLASS ON HIS OPINION OF ONE OF THE MAIN CHARACTERS.

SPANISH BILINGUAL/BICULTURAL MATHEMATICS PROGRAM

GOALS AND TERMINAL OBJECTIVES

THE TERMINAL OBJECTIVES FOR THE JUNIOR HIGH SPANISH BILINGUAL/BICULTURAL MATHEMATICS PROGRAM WILL PARALLEL THOSE OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT EXCEPT THAT MATHEMATICS WILL BE TAUGHT BOTH IN SPANISH AND IN ENGLISH.

RATIONALE:

GIVEN THE UNIVERSALITY OF THE SYMBOLS AND MANIPULATORY SKILLS OF MATHEMATICS, AND THE LATINO STUDENT'S UNIQUE GIFT OF HIS NATIVE TONGUE, MATHEMATICS LEARNED IN SPANISH (AND AS THE STUDENT PROGRESSES IN THE STUDY OF ENGLISH, IN THE SECOND LANGUAGE), WILL NOT ONLY SERVE TO ENHANCE THE STUDENT'S SELF-CONCEPT BY THE VALID RECOGNITION AND USE OF HIS NATIVE TONGUE, BUT CAN ALSO INSURE A BETTER GRASP OF MATHEMATICAL SKILLS AND CONCEPTS, THROUGH THIS REINFORCING MEDIUM OF TWO LANGUAGES.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate VII ☒ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT AND TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

E. PERFORMANCE OBJECTIVES: EXPECTED OUTCOMES	F. PROCESS OBJECTIVES; PERSON(S) RESPONSIBLE	G. ACTIVITIES TO ACCOMPLISH OBJECTIVES	H. EVALUATION INSTRUMENT; FREQUENCY
By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests. SS 7.001 The student will be able to describe the similarities and differences between physical, political, and cultural boundaries and give examples of each. SS 7.002 The student will be able to identify in Spanish and English and to describe in his dominant language the basic land and water forms SS 7.003 The students will be able to use the following methods of evaluation in their dominant language: true/false, matching, fill-in, short answer, definition, example, comparing, contrasting, and explaining. SS 7.004 The student will be able to identify, describe, and give examples of 10 aspects of the pre-Columbian cultures of America.	Teacher and/or instructional aide	Map making Map reading Chart making Chart reading Fact gathering Report writing Vocabulary lists Word games Use of library Films Film strips Role playing Learning centers Tests Quizzes Spelling games Class discussion Oral reports Use of reference materials Reading of text Reading of supplementary materials Activity sheets	Criterion reference test Numbers correlate with objective numbers.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT LANGUAGE: ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL: ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate VII ☒ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT AND TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

E. PERFORMANCE OBJECTIVES: EXPECTED OUTCOMES	F. PROCESS OBJECTIVES; PERSON(S) RESPONSIBLE	G. ACTIVITIES TO ACCOMPLISH OBJECTIVES	H. EVALUATION INSTRUMENT; FREQUENCY
SS 7.005 The student will be able to use Spanish or English maps of America.	Teacher and/or instructional aide	Map making Map reading Chart making Chart reading Fact gathering Report writing Vocabulary lists Word games Use of library Films Filmstrips Role playing Learning centers Tests Quizzes Spelling games Class discussion Oral reports Use of reference materials Reading of text Reading of supplementary materials Activity sheets	Criterion reference test Numbers correlate with objective numbers.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT LANGUAGE: ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL: ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate VIII ☒ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT AND TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

E. PERFORMANCE OBJECTIVES: EXPECTED OUTCOMES	F. PROCESS OBJECTIVES; PERSON(S) RESPONSIBLE	G. ACTIVITIES TO ACCOMPLISH OBJECTIVES	H. EVALUATION INSTRUMENT; FREQUENCY
By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests. SS 8.001 The student will be able to define and use correctly in his dominant language a selected social studies vocabulary list. SS 8.002 The student will be able to identify in his second language 50% of a selected social studies vocabulary list. SS 8.003 The student will be able to identify and give examples of six cultural aspects of 3 separate cultures as evaluated by a series of individual student projects. SS 8.004 The student will voluntarily participate at least once a week in class discussion using his second language as evaluated by tapings of class discussions.	Teacher and/or instructional aide	Films Filmstrips Field trip to court house Mock trial Role playing Word games Repeating new words Picture cards Learning centers Activity sheets Text Supplementary reading Read self-selected books Writing of fact sheets Writing of short reports Mock Congress Mock interest group meetings Map making and interpreting Use of library	Criterion reference test Numbers correlate with objective numbers.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate VIII ☒ Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT AND TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY, AND SOCIOLOGY.

E. PERFORMANCE OBJECTIVES; EXPECTED OUTCOMES	F. PROCESS OBJECTIVES; PERSON(S) RESPONSIBLE	G. ACTIVITIES TO ACCOMPLISH OBJECTIVES	H. EVALUATION INSTRUMENT; FREQUENCY
SS 8.005 The student will be able to list in English or Spanish the civil liberties of a U.S. citizen as stated in the Constitution and defined by subsequent court decisions	Teacher and/or instructional aide	Films Filmstrips Field trip to court house Mock trial Role playing Word games Repeating new words Picture cards Learning centers Activity sheets Text Supplementary reading Read self-selected books Writing of fact sheets Writing of short reports Mock Congress Mock interest group meetings Map making and interpreting Use of library	Criterion reference test Numbers correlate with objective numbers.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: Mathematics

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate ☒ Junior High VII and VIII

D. COMPONENT GOAL:

To provide experiences in Mathematics that will insure the student's understanding and growth in computation and application skills.

E. PERFORMANCE OBJECTIVES; EXPECTED OUTCOMES	F. PROCESS OBJECTIVES; PERSON(S) RESPONSIBLE	G. ACTIVITIES TO ACCOMPLISH OBJECTIVES	H. EVALUATION INSTRUMENT FREQUENCY
By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests. M 7.001 The student will be able to read orally and answer in both languages the mathematical problems on each written test given at the end of each unit ie., the student will be able to name numbers, operations, and use mathematical terms in his second language. M 7.002 The student will be able to successfully perform the operations of addition, subtraction, multiplication, and division on the set of integers. M 7.003 The student will be able to correctly identify, in both language, the geometric figures	Teacher and/or instructional aide	Construct geometric solid Draw line designs Label geometric figures Label components of figures Oral discussions Written practice on numbers, Operations & terms Competitive games Manipulatives Worksheets Charts Flashcards Films & filmstrips Vocabulary drills Problem solving	Criterion reference tes Numbers correlate with objective numbers.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: Mathematics

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate ☒ Junior High VII and VIII

D. COMPONENT GOAL: To provide experiences in Mathematics that will insure the student's understanding and growth in computation and application skills.

E. PERFORMANCE OBJECTIVES: EXPECTED OUTCOMES	F. PROCESS OBJECTIVES; PERSON(S) RESPONSIBLE	G. ACTIVITIES TO ACCOMPLISH OBJECTIVES	H. EVALUATION INSTRUMENT; FREQUENCY
M 7.004 The student will be able to label mathematical operations, sets of numbers (ie. Rational, Irrational, Integers, Fractions Decimals, Whole nos., etc.) as well as mathematical terms such as percentage, ratio, square root, etc.	Teacher and/or instructional aide	See previous page.	Criterion reference test Numbers correlate with objective numbers.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: ESL

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate H ☒ Junior High

D. COMPONENT GOAL: TO PROVIDE EACH STUDENT THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

E. PERFORMANCE OBJECTIVES: EXPECTED OUTCOMES	F. PROCESS OBJECTIVES; PERSON(S) RESPONSIBLE	G. ACTIVITIES TO ACCOMPLISH OBJECTIVES	H. EVALUATION INSTRUMENT; FREQUENCY
By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests. H.001 The student will answer a series of selected simple questions. H.002 Given a specific subject within the student's experience, the student will respond orally in English in a comprehensive manner. H.003 Given material on a specific subject, the student will read with direct understanding without recourse to translation in their dominant language. H.004 Given a specific topic, the student will write a paragraph related to the given topic. H.005 The student will respond to classroom directions given in English.	Teacher and/or instructional aide	Flash cards Experience stories Games Films Cassettes Language Master Oral drill Work sheets Picture cards Learning centers Writing exercises Charts Dramatizations	Criterion reference test Numbers correlate with objective numbers.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: SSL

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate ☒ Junior High

D. COMPONENT GOAL: TO PROVIDE EACH STUDENT THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

E. PERFORMANCE OBJECTIVES: EXPECTED OUTCOMES	F. PROCESS OBJECTIVES; PERSON(S) RESPONSIBLE	G. ACTIVITIES TO ACCOMPLISH OBJECTIVES	H. EVALUATION INSTRUMENT; FREQUENCY
By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests. H.001 The student will be able to use the verbs "ser" and "estar" in the present tense. H.002 The student will be able to count to 100 in Spanish and use the numbers in simple arithmetic problems. H.003 The student will be able to use 40 Spanish verbs in the present tense. H.004 The student will be able to answer a series of selected simple questions. H.005 The student will be able to identify and describe 10 cultural differences of persons of Spanish speaking countries as evaluated by a series of individual projects.	Teacher and/or instructional aide	Flash cards Cassettes Films Filmstrips Dramatization Picture cards Art projects Cooking projects Fiesta preparation Oral drill Work sheets Writing exercizes Experience stories Creative writing Dictation Oral response to questions Games	Criterion reference test Numbers correlate with objective numbers.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: Spanish as a Native Language

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☐ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate ☒ Junior High

D. COMPONENT GOAL: To improve each participant's language arts skills in his dominant language.

E. PERFORMANCE OBJECTIVES; EXPECTED OUTCOMES	F. PROCESS OBJECTIVES; PERSON(S) RESPONSIBLE	G. ACTIVITIES TO ACCOMPLISH OBJECTIVES	H. EVALUATION INSTRUMENT; FREQUENCY
The student will be able to define and use with 75% accuracy a selected list of 100 vocabulary words.	Teacher and/or instructional aide	Role playing Picture cards Games Puzzles Vocabulary lists Spelling tests Activity sheets Writing exercizes Reading short stories Creative writing Dramatization Language text Read self-selected books Write complete sentences Write well developed paragraph Drill sheets	Criterion reference test Numbers correlate with objective numbers.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: Spanish as a Native Language

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☐ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate ☒ Junior High

D. COMPONENT GOAL: To improve each participant's language arts skills in his dominant language.

E. PERFORMANCE OBJECTIVES: EXPECTED OUTCOMES	F. PROCESS OBJECTIVES; PERSON(S) RESPONSIBLE	G. ACTIVITIES TO ACCOMPLISH OBJECTIVES	H. EVALUATION INSTRUMENT; FREQUENCY
By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests. The student will be able to read a given short story and discuss the story orally. The student, given a topic within his experience, will be able to write a paragraph which contains a topic sentence, as developed by expansion of the topic sentence, and conform to standards of spelling, punctuation, and capitalization. The student will be able to spell with a selected list of 200 words. The student will be able to write 10 consecutive complete sentences grammatically correct and which follow standard punctuation and capitalization.	Teacher and/or instructional aide	Role playing Picture cards Games Puzzles Vocabulary lists Spelling tests Activity sheets Writing exercizes Reading short stories Creative writing Dramatization Language text Read self-selected books Write complete sentences Write well developed paragraph Drill sheets	Criterion reference test Numbers correlate with objective numbers.

Appendix C

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: SSL

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL):
- ☐ Kindergarten
- ☐ Ungraded Primary
- ☐ Ungraded Intermediate
- H ☒ Junior High

D. COMPONENT GOAL: TO PROVIDE EACH STUDENT WITH THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SL H.101 The student will be able to count to 100 in Spanish.

SL H.102 The student will be able to answer a series of selected simple questions.

SL H.103 The student will be able to identify 10 cultural differences of persons of Spanish-speaking countries as evaluated by a series of individual projects.

Level 2

SL H.204 The student will be able to use the verbs "ser" and "estar" in the present tense.

SL H.205 The student will be able to use the numbers from 0 to 100 in simple arithmetic problems.

SL H.206 The student will be able to use 40 Spanish verbs in the present tense.

SL H.207 The student will be able to answer a series of selected simple questions.

SL H.208 The student will be able to describe 10 cultural differences of persons of Spanish-speaking countries as evaluated by a series of individual projects.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: ESL

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate H ☒ Junior High

D. COMPONENT GOAL: TO PROVIDE EACH STUDENT WITH THE OPPORTUNITY TO BECOME LITERATE AND TO COMMUNICATE EFFECTIVELY IN THE SECOND LANGUAGE.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SL H.101 The student will answer a series of selected simple questions.

SL H.102 Given a specific subject within the student's experience, the student will respond orally in English in a comprehensive manner.

SL H.103 The student will respond to classroom directions given in English.

Level 2

SL H.204 Given material on a specific subject, the student will read with direct understanding without recourse to translation in his dominant language.

SL H.205 Given a specific topic, the student will write a paragraph related to the given topic.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: SPANISH AS A NATIVE LANGUAGE

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☐ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate I ☒ Junior High

D. COMPONENT GOAL: TO IMPROVE EACH PARTICIPANT'S LANGUAGE ARTS SKILLS IN HIS DOMINANT LANGUAGE.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SNL I.101 The student will be able to define and use with 75% accuracy a selected list of 100 vocabulary words.

SNL I.102 The student will be able to read a given short story.

SNL I.103 The student will be able to conform to standards of spelling, punctuation, and capitalization.

SNL I.104 The student will be able to spell with a selected list of 200 words.

SNL I.105 The student will be able to write 10 consecutive complete sentences.

Level 2

SNL I.206 The student will be able to define and use with 75% accuracy a selected list of 100 vocabulary words.

SNL I.207 The student will be able to discuss a given short story orally.

SNL I.208 The student, given a topic within his experience, will be able to write a paragraph which contains a topic sentence, as developed by expansion of the topic sentence.

SNL I.209 The student will be able to spell with a selected list of 200 words.

SNL I.210 The student will be able to write 10 consecutive complete sentences which are gramatically correct and which follow standard punctuation and capitalization.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MATHEMATICS

B. DOMINANT LANGUAGE): ☒ Spanish ☐ Portuguese ☒ English

C. GRADE LEVEL): ☐ Kindergarten ☐ Ungraded Primary ☐ Ungraded Intermediate VII and VIII ☒ Junior High

D. COMPONENT GOAL: TO PROVIDE EXPERIENCE IN MATHEMATICS THAT WILL INSURE THE STUDENT'S UNDERSTANDING AND GROWTH IN COMPUTATION AND APPLICATION SKILLS.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

M 7.101 The student will be able to successfully perform the operations of addition, subtraction, multiplication, and division on the set of integers.

M 7.102 The student will be able to correctly identify, in both languages, the geometric figures.

M 7.103 The student will be able to label mathematical operations, sets of numbers (i.e., rational, irrational, integers, fractions, decimals, whole numbers, etc.) as well as mathematical terms such as percentage, ratio, square root, etc.

Level 2

M 7.204 The student will be able to read orally and answer in both languages the mathematical problems on each written test given at the end of each unit, i.e., the student will be able to name numbers, operations, and use mathematical terms in his second language.

M 7.205 The student will be able to successfully perform the operations of addition, subtraction, multiplication, and division on the set of integers.

M 7.206 The student will be able to label mathematical operations, sets of numbers (i.e., rational, irrational, integers, fractions, decimals, whole numbers, etc.) as well as mathematical terms such as percentage, ratio, square root, etc.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT LANGUAGE):
- [x] Spanish
- [ ] Portuguese
- [x] English

C. GRADE LEVEL):
- [ ] Kindergarten
- [ ] Ungraded Primary
- [ ] Ungraded Intermediate
- VII [x] Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT AND TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY AND SOCIOLOGY.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SS 7.101 The student will be able to give examples of the similarities and differences between physical, political, and cultural boundaries.

SS 7.102 The student will be able to describe in his dominant language the basic land and water forms.

SS 7.103 The student will be able to use the following methods of evaluation in his dominant language: true/false, matching, fill-in, short answer.

SS 7.104 The student will be able to identify 10 aspects of the pre-Columbian cultures of America.

Level 2

SS 7.205 The student will be able to describe the similarities and differences between physical, political, and cultural boundaries.

SS 7.206 The student will be able to identify in Spanish and English the basic land and water forms.

SS 7.207 The student will be able to use the following methods of evaluation in his dominant language: definition, example, comparing, contrasting, explaining.

SS 7.208 The student will be able to describe and give examples of 10 aspects of the pre-Columbian cultures of America.

SS 7.209 The student will be able to use Spanish or English maps of America.

BILINGUAL MANAGEMENT SYSTEM

A. COMPONENT NAME: MULTICULTURAL SOCIAL STUDIES

B. DOMINANT LANGUAGE):
- [x] Spanish
- [ ] Portuguese
- [x] English

C. GRADE LEVEL):
- [ ] Kindergarten
- [ ] Ungraded Primary
- [ ] Ungraded Intermediate
- VIII [x] Junior High

D. COMPONENT GOAL: TO DEVELOP A POSITIVE SELF-CONCEPT AND TO UNDERSTAND AND TO RESPECT INDIVIDUAL AND CULTURAL SIMILARITIES AND DIFFERENCES THROUGH STUDY THAT INCLUDES ANTHROPOLOGY, GEOGRAPHY, HISTORY AND SOCIOLOGY.

By June 1, 1976, 75% of the participants will meet the objectives below with 75% accuracy as measured by criterion reference tests.

Level 1

SS 8.101 The student will be able to define and use correctly in his dominant language a selected social studies vocabulary list.

SS 8.102 The student will be able to identify in his second language 50% of a selected social studies vocabulary list.

SS 8.103 The student will be able to identify six cultural aspects of three separate cultures as evaluated by a series of individual student projects.

Level 2

SS 8.204 The student will be able to define and use correctly in his dominant language a selected social studies vocabulary list.

SS 8.205 The student will be able to identify in his second language 50% of a selected social studies vocabulary list.

SS 8.206 The student will be able to give examples of six cultural aspects of three separate cultures as evaluated by a series of individual student projects.

SS 8.207 The student will voluntarily participate at least once a week in class discussion using his second language as evaluated by tapings of class discussions.

SS 8.208 The student will be able to list in English or Spanish the civil liberties of a U.S. citizen as stated in the Constitution and defined by subsequent court decisions.

SSL I.101
Given a noun, the student will supply the appropriate article (Criterion: 4)

Criterion Reference Test

Spanish as a Second Language

Level I

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Select the appropriate article for the words below. Mark the space on the answer sheet which indicates the correct answer.

1. muchachos
   - (A) el
   - (B) la
   - (C) los
   - (D) las

2. casa
   - (A) el
   - (B) la
   - (C) los
   - (D) las

3. ciudad
   - (A) el
   - (B) la
   - (C) los
   - (D) las

Criterion Reference Test
Spanish as a Second Language
Level I

4. playas

(A) el

(B) la

(C) los

(D) las

5. invierno

(A) el

(B) la

(C) los

(D) las

SSL I.102
Given an incomplete sentence, the student will select the correct word to complete the sentence.
(Criterion: 4)

Criterion Reference Test
Spanish as a Second Language
Level I

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Select the appropriate word to complete the sentences below.

1. María va a
   (A) el libro
   (B) la escuela
   (C) la muchacha
   (D) el día

2. El padre lee
   (A) la película
   (B) la televisión
   (C) el cine
   (D) el periódico

3. Juan come
   (A) la carne
   (B) el café
   (C) el comedor
   (D) la camisa

Criterion Reference Test
Spanish as a Second Language
Level I

4. La familia mira la televisión en
   (A) la tienda
   (B) la playa
   (C) la sala
   (D) la clase

5. Teresa habla por
   (A) teléfono
   (B) español
   (C) inglés
   (D) televisión

SSL I.103
Given a sentence in the present tense, the student will select the correct regular verb form.
(Criterion: 4)

Criterion Reference Test

Spanish as a Second Language

Level I

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the sentence below and select the correct form of the missing verb.

1. Yo_____español.

(A) estudia

(B) estudias

(C) estudiar

(D) estudio

2. Juan_____una tortilla.

(A) come

(B) comes

(C) comer

(D) como

3. Mi mamá _____ una carta.

(A) escribes

(B) escribir

(C) escribe

(D) escribo

Criterion Reference Test
Spanish as a Second Language
Level I

4. Tú _____ el libro.

(A) lee

(B) lees

(C) leer

(D) leo

5. Usted _____ la película.

(A) mira

(B) miras

(C) mirar

(D) miro

SSL I.104
Given a simple question, the student will select the most appropriate answer.
(Criterion: 4)

Criterion Reference Test
Spanish as a Second Language
Level I

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the questions below. Mark the space that indicates the best answer.

1. ¿Qué es María?
   - (A) María es una playa.
   - (B) María es una película.
   - (C) María es una muchaca.
   - (D) María es una isla.

2. ¿Cómo es el señor?
   - (A) El señor es el director.
   - (B) El señor es Juan.
   - (C) El señor es mi papá.
   - (D) El señor es guapo.

3. ¿Dónde miras la película?
   - (A) Miro la película en la terraza.
   - (B) Miro la película en el café.
   - (C) Miro la película en el cine.

Criterion Reference Test
Spanish as a Second Language
Level I

Ⓓ Miro la película en la playa.

4. ¿Quién es el muchacho?
   Ⓐ El muchacho es mexicano.
   Ⓑ El muchacho es Juan.
   Ⓒ El muchacho es guapo.
   Ⓓ El muchacho es chicano.

5. ¿Adónde va el padre?
   Ⓐ El padre va a las montañas.
   Ⓑ El padre va al invierno.
   Ⓒ El padre va al periódico.
   Ⓓ El padre va a la carne.

SSL I.10S
Given two cultural phenomena, the student will select that which is more probably of a Spanish speaking country. (Criterion: 4)

Criterion Reference Test

Spanish as a Second Language

Level I

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the sentence below. Mark the answer sheet with the one which is most probably from a Spanish speaking country.

1. At his birthday party,

   (A) Ramón had a piñata.

   (B) the children played pin-the-tail on the donkey.

2. At Christmas time,

   (A) Juan asks Santa for a bike.

   (B) Juan asks one of the three kings for a bike.

3. At the store a blouse is four dollars,

   (A) mother pays four dollars.

   (B) mother offers three dollars and pays three dollars and fifty cents.

4. At school, John plays

   (A) soccer

   (B) football

5. For lunch, Teresa had

   (A) soup, potatoes, meat, salad, string beans, bread, coffee and cake.

   (B) milk and a sandwich

SSL I.206
Given a sentence in the present tense, the student will select the appropriate form of the irregular verb.
(Criterion: 4)

Criterion Reference Test

Spanish as a Second Language

Level I

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Select the correct form of the verb to complete the following sentences.

1. Carlos_____un cubano.

   (A) soy

   (B) eres

   (C) es

   (D) ser

2. Mí mamá _____ en la sala.

   (A) estar

   (B) está

   (C) estás

   (D) estoy

3. ¿Cuándo _____ tú al cine?

   (A) voy

   (B) va

   (C) vas

   (D) ir

Criterion Reference Test
Spanish as a Second Language
Level I

4. Yo _____ un catarro.

(A) tener

(B) tiene

(C) tienes

(D) tengo

5. Usted _____ en el cine.

(A) está

(B) estoy

(C) estar

(D) estás

SSL I.207
Given a diagram of a clock, the student will select the time indicated.
(Criterion: 4)

Criterion Reference Test

Spanish as a Second Language

Level I

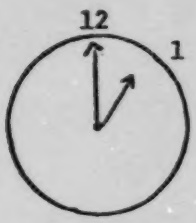
NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Select the correct time and write the answer on the answer sheet.

1.



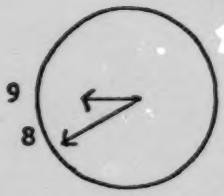
(A) Son las una.

(B) Es el uno.

(C) Es la una.

(D) Es un reloj.

2.



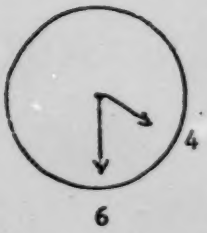
(A) Son las ocho menos quince.

(B) Son las ocho menos cuatro.

(C) Son ocho y quince.

(D) Son las nueve menos ocho.

3.



(A) Son las cuatro y mitad.

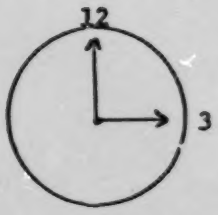
(B) Son las cuatro y mediodía.

(C) Son las seis y cuarto.

(D) Son las cuatro y media.

Criterion Reference Test
Spanish as a Second Language -
Level I

4.



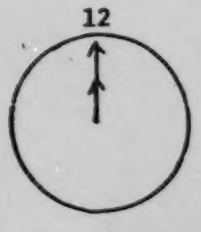
(A) Es el tres.

(B) Son las doce.

(C) Son las tres.

(D) Son las doce y cuarto.

5.



(A) Es la dos.

(B) Son las doce.

(C) Es la doce.

(D) Son las dos.

SSL I.208
Given a reading, the student will answer four out of five questions.
(Criterion: 4)

Criterion Reference Test

Spanish as a Second Language

Level I

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the following paragraph and select the best answers to the questions below.

La familia de María va al cine. En el cine, ve una película mexicana. El nombre de la película es "En la playa". Después de la película, la familia va al café y toma una limonada. La madre está en la terraza del café y ve a su amiga, la Señora Gomez. Habla con ella ella y pregunta: ¿Cómo está su hija? Senora Gomez contesta: Está muy bien, gracias. Estudia mucho en la escuéla. Señora Gomez recibe una nota. Lee la nota. Tengo que ir a la casa. Adiós. Adiós.

1. ¿Adónde va la familia?

   A. La familia va al hotel.

   B. La familia va a las montañas.

   C. La familia va al cine.

   D. La familia va al pueblo.

2. ¿Qué ve la familia?

   A. Ve una película

   B. Ve un cine.

   C. Ve una mexicana.

   D. Ve una nota.

Criterion Reference Test
Spanish as a Second Language.
Level I

3. ¿Dónde ve la madre a su amiga?
   A. Ve a su amiga en el cine.
   B. Ve a su amiga en la clase.
   C. Ve a su amiga en la terraza.
   D. Ve a su amiga en la playa.

4. ¿Qué toma la familia?
   A. La familia toma un café.
   B. La familia toma una limonada.
   C. La familia toma una película.
   D. La familia toma coca cola.

5. ¿Con quién habla la madre?
   A. Habla con la mexicana.
   B. Habla con María.
   C. Habla con su hija.
   D. Habla con su amiga.

SSL I.209
Given a sentence using tener, hacer or estar, the student will select the English equivalent.
(Criterion: 4)

Criterion Reference Test

Spanish as a Second Language

Level I

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the following sentences. Select the Spanish sentence which means the same as the English sentence.

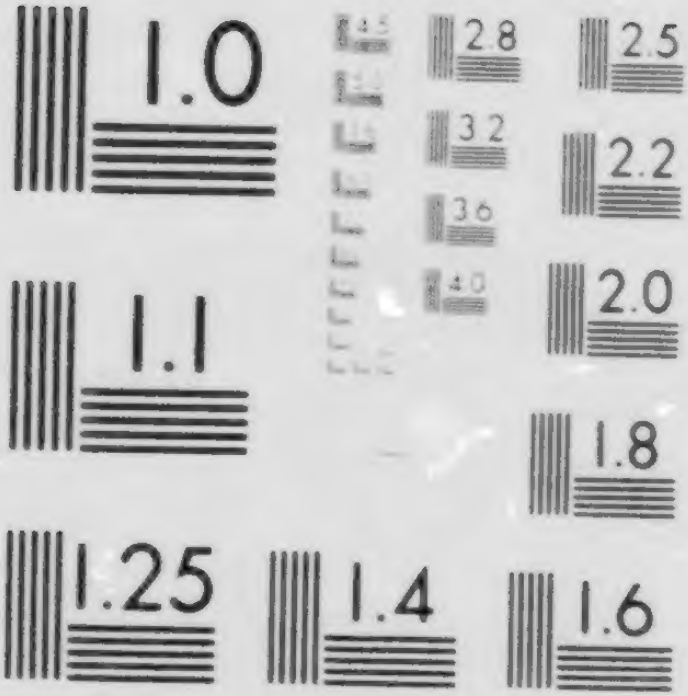
1. It's cold in the winter.
   - (A) Hace frío en el invierno.
   - (B) Tiene frío en el invierno.
   - (C) Está frío en el invierno.
   - (D) Es frío en el invierno.

2. I'm hot.
   - (A) Hace calor.
   - (B) Tengo calor.
   - (C) Estoy caliente.
   - (D) Soy caliente.

3. The coffee is hot.
   - (A) El café hace calor.
   - (B) El café tiene calor.
   - (C) El café esta caliente.
   - (D) None of the above.

Criterion Reference Test
Spanish as a Second Language
Level I

4. He is hungry.
   (A) Hace hambre.
   (B) Tiene hambre.
   (C) Está hambre.
   (D) Es hambre.

5. You are tired.
   (A) Haces cansado.
   (B) Tienes cansado.
   (C) Estás cansado.
   (D) Es cansado.

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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963 A

SSL I.210
Given an incomplete cultural situation, the student will select the most appropriate completion.
(Criterion: 4)

Criterion Reference Test

Spanish as a Second Language

Level I

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: After reading the selection below, select the statement which would be most likely to happen next in a Spanish speaking country.

1. Señora Gomez enters the public market to buy some beans. She finds the selection where the beans are sold. Sra. Gomez asks how much one pound of beans costs. The man says 40¢. Sra. Gomez says:

   (A) "Here's 40¢".

   (B) "I will pay 35¢".

   (C) "Here's 80¢ for 2 pounds".

   (D) "Give me two pounds".

2. Mr. and Mrs. Rodriquez go to a party. When they are ready to leave,

   (A) they say good-bye.

   (B) they get in their donkey cart.

   (C) they shake hands with everyone.

   (D) they put on their shoes.

3. Juana is walking down the street. She sees her friend Carlos coming down the street. As they pass,

   (A) Juana says, "Buenos días".

   (B) Juana says, "Buenas tardes".

   (C) Juana says, "¿Que tal?".

Criterion Reference Test
Spanish as a Second Language
Level I

(D) Juana says, "Adíos".

4. On María's fifteenth birthday,

(A) she eats torta.

(B) she has 2 piñatas.

(C) she takes a trip.

(D) she has a special party.

5. Juan receives an invitation to a party. The invitation says that the party will begin at eight o'clock. He will arrive

(A) at 9:00.

(B) at 7:30.

(C) at 8:00 sharp.

(D) the next day.

ESL I.101
Given an incomplete sentence, the student will select the correct vocabulary word.
(Criterion: 4)

Criterion Reference Test
English as a Second Language
Level I

NAME_____
TEACHER_____
DATE_____

INSTRUCCIONES: Lee la oración que sigue y escoje la palabra mejor para cumplir la oración. Marca el espacio que indica la palabra correcta.

1. The teacher writes with a _____.
   - (A) notebook
   - (B) piece of chalk
   - (C) wastebasket
   - (D) picture

2. In _____, the last season of the year, it is very cold.
   - (A) November
   - (B) fall
   - (C) Christmas
   - (D) winter

3. Helen and I are friends. _____ desks are near the teacher.
   - (A) my
   - (B) your
   - (C) our
   - (D) their

Criterion Reference Test
English as a Second Language
Level I

4. The boys can _____ the ball very well.
   (A) catch
   (B) run
   (C) jumps
   (D) swim

5. The girl drinks _____ in the morning.
   (A) fruit
   (B) oranges
   (C) juice
   (D) soup

ESL I.102
Given a numeral (1-100), the student will select the correct number word.
(Criterion: 4)

Criterion Reference Test
English as a Second Language
Level I

NAME_____
TEACHER_____
DATE_____

INSTRUCCIONES: Mira el número que sigue y escoje lea palabra que significa el número. Marca el espacio que indica la palabra correcta.

1. 12
   - (A) twenty-two
   - (B) twenty
   - (C) two
   - (D) twelve

2. 63
   - (A) seventy-three
   - (B) sixty-three
   - (C) nine
   - (D) sixty-two

3. 16
   - (A) sixteen
   - (B) sixty
   - (C) seventeen
   - (D) seven

Criterion Reference Test
English as a Second Language
Level I

4. 32

Ⓐ twenty-two

Ⓑ twenty-three

Ⓒ thirty-two

Ⓓ thirteen

5. 84

Ⓐ forty-eight

Ⓑ eighty-three

Ⓒ eighty-four

Ⓓ forty-five

ESL I.103
Given an incomplete, sentence the student will provide the correct missing verb form. (Criterion: 4)

Criterion Reference Test

English as a Second Language

Level I

NAME_____

TEACHER_____

DATE_____

INSTRUCCIONES: Lee las oraciones que siguen y escoje las palabras mejores para cumplir las oraciones. Marca el espacio que indica la palabra correcta.

1. Mary_____ ____a bright girl.

(A) am

(B) are

(C) is

(D) aren't

2. _____the girls in your classroom.

(A) am

(B) are

(C) is

(D) aren't

3. We _____studying in that book.

(A) is

(B) isn't

(C) am

(D) are

Criterion Reference Test
English as a Second Language
Level I

4. My parents_____eating now.

(A) aren't

(B) am

(C) is

(D) isn't

5. I _____ a good student.

(A) am

(B) are

(C) is

(D) aren't

ESL I.104
Given a positive sentence, the student will select the correct sentence in the negative form.
(Criterion: 4)

Criterion Reference Test

English as a Second Language

Level I

NAME _____

TEACHER _____

DATE _____

INSTRUCCIONES: Lee las oraciones que siguen. Escoje la misma oración que está escrita correctamente en el negativo. Marca el espacio que indica la oración correcta.

1. Mr. Taylor is my friend.
   - (A) Mr. Taylor no es my friend.
   - (B) Mr. Taylor is no my friend.
   - (C) No Mr. Taylor is my friend.
   - (D) Mr. Taylor is not my friend.

2. The small pencils are in the box.
   - (A) The small pencils isn't in the box.
   - (B) The small pencils aren't in the box.
   - (C) The small pencils are no in the box.
   - (D) No the small pencils are in the box.

3. There are teachers in the office.
   - (A) There no are teachers in the office.
   - (B) No there are teachers in the office.
   - (C) There aren't any teachers in the office.

Criterion Reference Test
English as a Second Language -
Level I

4. I am twelve years old.

(A) I'm not twelve years old.

(B) I no am twelve years old.

(C) I not twelve years old.

(D) I'm no twelve years old.

5. There is a playground in my school.

(A) There no is a playground in my school.

(B) There isn't no playground in my school.

(C) There not no playground in my school.

(D) There isn;t a playground in my school.

ESL I.105
Given a set of simple questions, the student will select the correct answer.
(Criterion: 4)

Criterion Reference Test
English as a Second Language.
Level I

NAME_____
TEACHER_____
DATE_____

INSTRUCCIONES: Lee las preguntas que siguen. Escoje la respuesta correcta y marca el espacio que indica la respuesta correcta.

1. Is your English teacher a woman?
   (A) Yes, she is a woman?
   (B) Yes, she is here.
   (C) Yes, she is tall.
   (D) Yes, she is a teacher.

2. Where is your notebook?
   (A) It is red and blue.
   (B) It is on the desk.
   (C) It is long and wide.
   (D) Yes, it is in the room.

3. At what time are you ready in the morning?
   (A) I am ready everyday.
   (B) I am ready now.
   (C) I am ready at eight a.m.
   (D) I am ready at twelve midnight.

Criterion Reference Test
English as a Second Language
Level I

4. When is Christmas Day?

(A) It is November twenty-fifth.

(B) It is December twelfth.

(C) It is tomorrow.

(D) It is December twenty-fifth.

5. Are you always at school on time?

(A) No, I am never at school on time.

(B) No, I am at home.

(C) No, I don't go to school.

(D) No, I can't be on time.

ESL I.206
Given a sentence, the student will fill in the missing preposition.
(Criterion: 4)

Criterion Reference Test
English as a Second Language
Level I

NAME_____
TEACHER_____
DATE_____

INSTRUCCIONES: Lee las oraciones que siguen. Escoje la preposición correcta para cumplir la oración. Marca el espacio que indica la preposición correcta.

1. The milk is _____ the bottle.
   - (A) around
   - (B) on
   - (C) in
   - (D) in front of

2. The teacher is _____the class.
   - (A) between
   - (B) on
   - (C) after
   - (D) in front of

3. The map is _____the wall.
   - (A) out of
   - (B) in
   - (C) on
   - (D) at

Criterion Reference Test
English as a Second Language
Level I

4. The pencil is _____the books.

(A) about

(B) out of

(C) at

(D) between

5. The office is_____the principal.

(A) on

(B) for

(C) in

(D) out of

ESL I.207
Given a reading, the student will select the correct answer to a set of questions. (Criterion: 4)

Criterion Reference Test
English as a Second Language
Level 1

NAME_____
TEACHER_____
DATE_____

INSTRUCCIONES: Lee los párrafos que siguen. Después, lee las preguntas y escoje las respuestas mejores. Marca el espacio que indica la respuesta correcta.

My name is Edward. My family gets up at 6:45 every morning. We wash our face and hands and then we dress. When we are ready, we have breakfast.

At 7:45 my sisters and I go to school because our classes begin at 8 o'clock. We study from 8 o'clock until 11:30. Then we eat lunch. After lunch, we study until 2:00.

When we return home, we are tired. We are very hungry and thirsty, too. My sisters set the table for dinner. They put a plate, a knife, a fork, a tablespoon, and a teaspoon at each plate. I help, too. I put a glass and a napkin beside each plate.

When dinner is ready, we sit down at the table to eat. First, we have soup. Then, we have meat with vegetables and potatoes, and some beans. For dessert we have ice cream and cookies. My parents have some fruit.

After dinner we play a little. Then my sisters help my mother in the kitchen while my father and I watch television. At 8:00 we do our homework and at 10 o'clock we all go to bed.

Criterion Reference Test
English as a Second Language
Level I

1. What does Edward do after he gets up in the morning?

(A) He gets dressed.

(B) He eats breakfast.

(C) He washes his face and hands.

(D) He goes to school.

2. At what time does Edward's school start?

(A) Edward's school starts 2:00.

(B) Edward's school starts 11:30.

(C) Edward's school starts 7:45.

(D) Edward's school starts at 8 o'clock.

3. Who sets the table?

(A) Edward sets the table.

(B) Edward and his sisters set the table.

(C) Edward's mother sets the table.

(D) Edward's father sets the table.

Criterion Reference Test
English as a Second Language
Level I

4. What does Edward have first for dinner?

(A) He has some beans.

(B) He has soup.

(C) He has meat with some vegetables.

(D) He has ice cream and cookies.

5. Who helps Edward's mother with the dishes?

(A) Edward's father helps with the dishes.

(B) Edward help's with the dishes.

(C) Edward's sisters help with the dishes.

(D) Edward's brothers help with the dishes.

Given a picture of a clock, the student will select the correct time. (Criterion: 4)

Criterion Reference Test

English as a Second Language

Level I

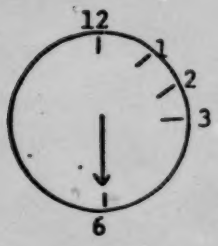
NAME_____

TEACHER_____

DATE_____

INSTRUCCIONES: Mira los relojes que siguen. Escoje la hora correcta. Marca el espacio que indica la hora correcta.

1.



(A) It's twelve thirty.

(B) It's one thirty.

(C) It's two thirty.

(D) It's six o'clock.

2.

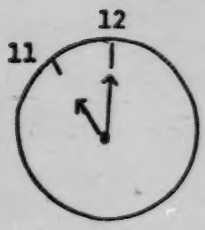
(A) It's seven fifteen.

(B) It's three fifteen.

(C) It's a quarter past three.

(D) It's a quarter past eight.

3.



(A) It's eleven o'clock.

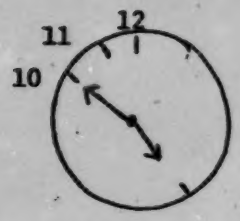
(B) It's ten o'clock.

(C) It's twelve o'clock.

(D) It's five minutes to twelve.

Criterion Reference Test
English As a Second Language.
Level I

4.



(A) It's ten past five.

(B) It's ten o'clock.

(C) It's ten twenty five.

(D) It's ten to five.

5.

(A) It's five after eight.

(B) It's twenty to one.

(C) It's five past one.

(D) It's twenty past one.

ESL I.209
Given a date in numerals, the student will select the correct written date.
(Criterion: 4)

Criterion Reference Test
English as a Second Language
Level I

NAME_____
TEACHER_____
DATE_____

INSTRUCCIONES: Lee las fechas que siguen y escoje la misma fecha escrita. Marca el espacio donde la fecha está escrita correctamente.

1. 9-16-1810

(A) September sixteenth, nineteen hundred and ten.

(B) October sixteenth, eighteen hundred and ten.

(C) September sixteenth, eighteen hundred and ten.

(D) October ninth, eighteen hundred and ten.

2. 10-12-1492

(A) December tenth, fourteen hundred ninety-two.

(B) October twelfth, nineteen hundred forty-two.

(C) December tenth, nineteen hundred forty-two.

(D) October twelfth, fourteen hundred ninety-two.

3. 2-5-1917

(A) February fifth, nineteen seventeen.

(B) May second, nineteen seventeen.

(C) February fifth, nineteen seventy.

(D) February fifth, seventeen ninety.

Criterion Reference Test
English as a Second Language
Level I

4. 7-4-1776

(A) July fourth, seventeen seventy-six.

(B) April seventh, seventeen seventy-six.

(C) July seventh, sexteen seventy-six.

(D) April seventh, nineteen seventy-six.

5. 5-5-1862

(A) May fifth, eighteen seventy-two.

(B) May fourth, eighteen sixty-two.

(C) May fifth, sixteen eighty-two.

(D) May fifth, eighteen sixty-two.

ESL.I.210
Given a sentence, the student will select the correct question form.
(Criterion: 4)

Criterion Reference Test
English as a Second Language
Level I

NAME_____
TEACHER_____
DATE_____

INSTRUCCIONES: Lee las oraciones que siguen y escoje la forma correcta de la misma oración escrita como una pregunta. Marca el espacio que indica la pregunta correcta.

1. There are many desks in the class.
   (A) Where are the desks?
   (B) How many desks are there?
   (C) Is there many desks in the class?
   (D) Are there many desks in the class?

2. The teacher is in front of the class.
   (A) Is the class in front of the teacher?
   (B) Is the teacher in front of the class?
   (C) Are the teacher in front of the class?
   (D) Where is the class?

3. The pencils are in the box.
   (A) Are the pencils in the box?
   (B) Are the pencils here?
   (C) Is the box on the pencils?
   (D) The pencils are in the box?

Criterion Reference Test
English as a Second Language
Level I

4. There is a book on the desk.
   (A) Where is the desk?
   (B) Where is the book?
   (C) Is there a book on the desk?
   (D) What book is there?

5. Today is Tuesday.
   (A) What month is this?
   (B) What day is today?
   (C) What is the day like?
   (D) Is today Tuesday?

SS 7.101
Given a map, the student will recognize physical and political boundaries.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Look at the map. Decide if the boundaries marked are physical or political. Mark your answer on the answer sheet.

1.
Ⓐ physical
Ⓑ political

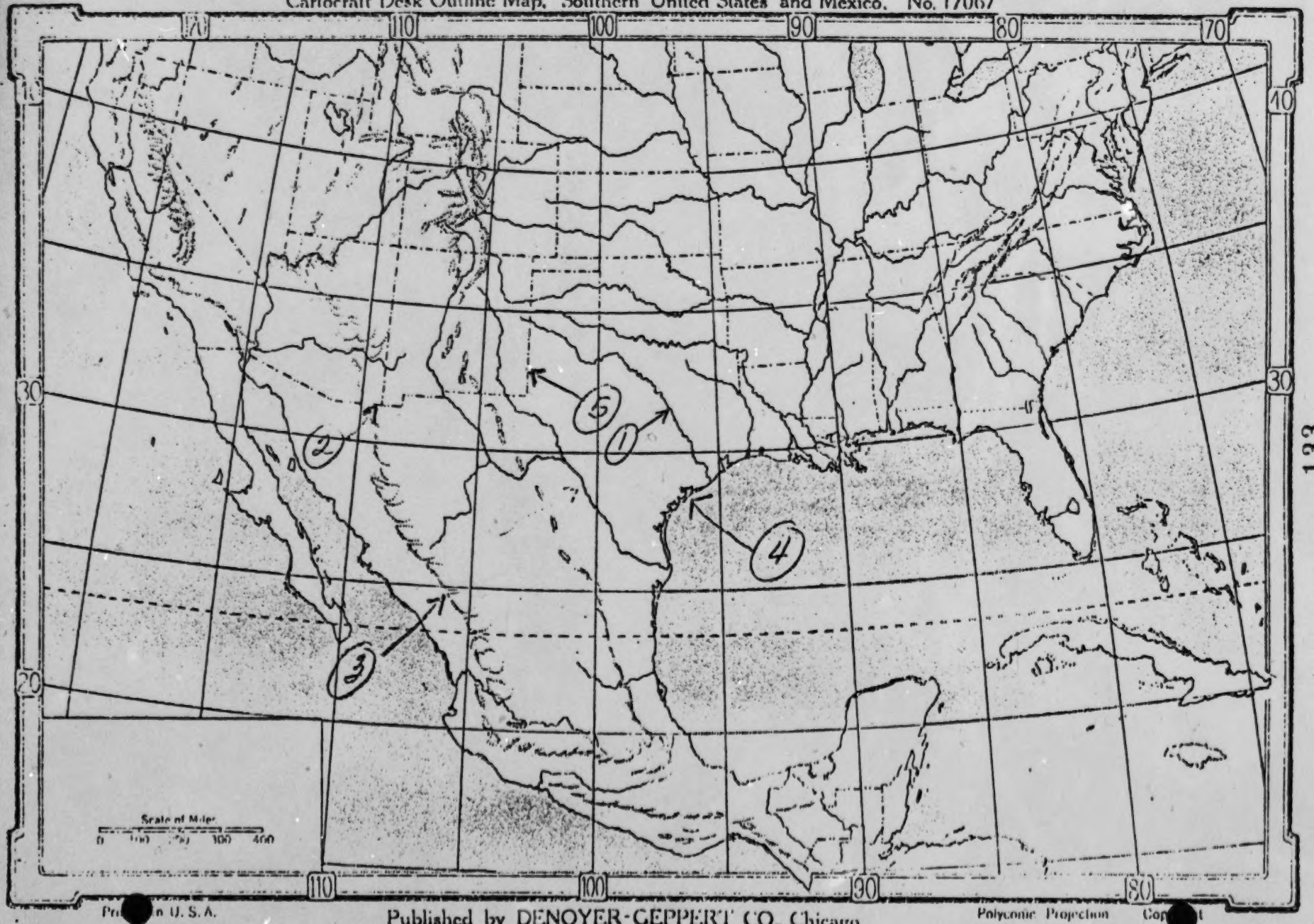
2.
Ⓐ physical
Ⓑ political

3.
Ⓐ physical
Ⓑ political

4.
Ⓐ physical
Ⓑ political

5.
Ⓐ physical
Ⓑ political

Cartocraft Desk Outline Map. Southern United States and Mexico. No. 17067



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Polyconic Projection

SS 7.102
Given a map, the student will identify the basic land and water forms.
(Criterion: 4)

Criterion Reference Test

Multicultural Social Studies

English - Grade 7

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the map. Mark the correct name of the land or water boundary which indicated.

1.

(A) lake

(B) river

(C) bay

(D) gulf

2.

(A) island

(B) isthmus

(C) peninsula

(D) desert

3.

(A) peninsula

(B) island

(C) strait

(D) isthmus

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

4.

Ⓐ lake

Ⓑ gulf

Ⓒ bay

Ⓓ strait

5.

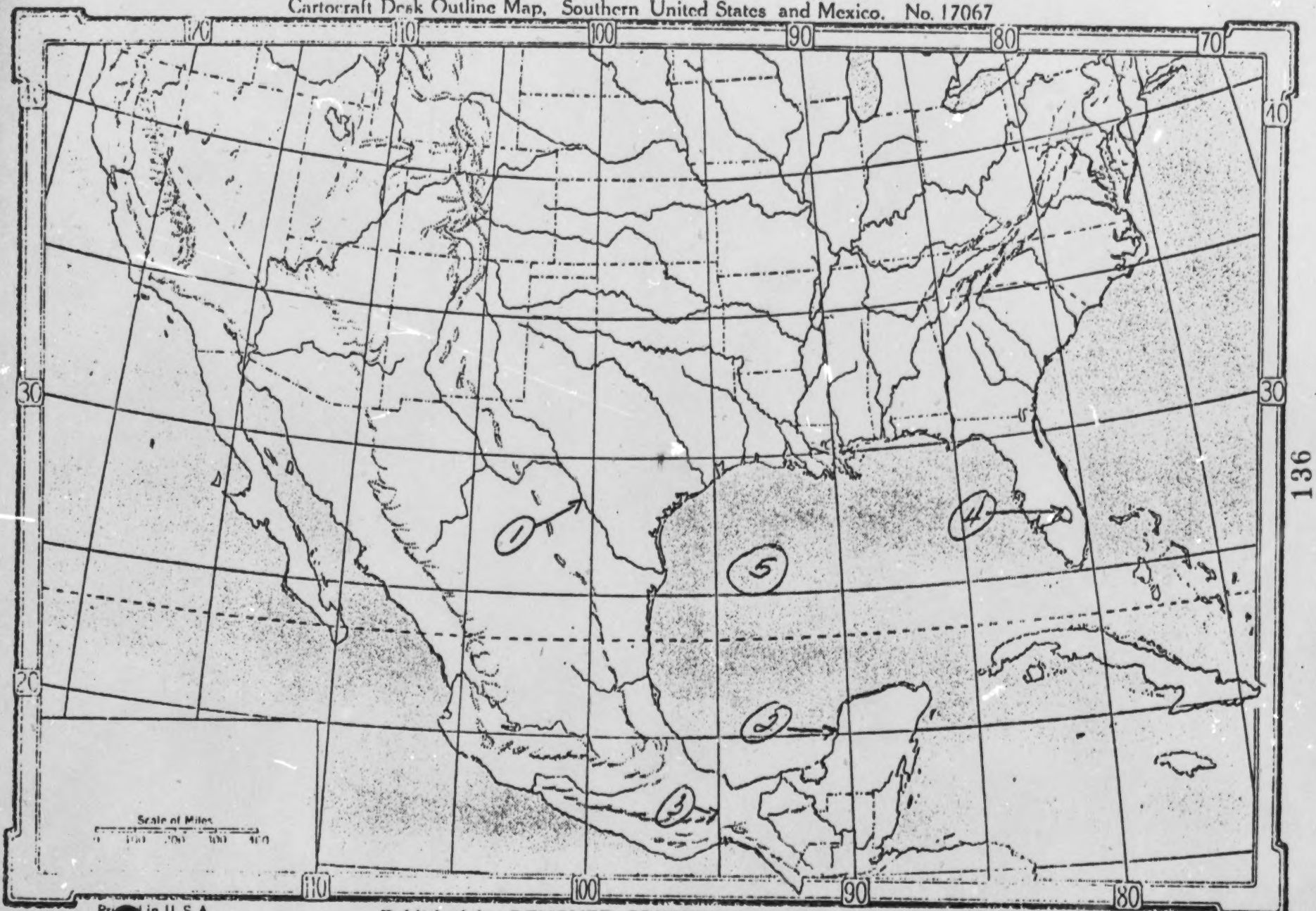
Ⓐ bay

Ⓑ gulf

Ⓒ lake

Ⓓ ocean

Cartocraft Desk Outline Map, Southern United States and Mexico. No. 17067



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SS 7.103
Given a set of definitions of selected social studies vocabulary, the student will identify the appropriate words.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Read the definitions below. Mark the space which indicates the word that is defined.

1. Height above sea level.
   - (A) latitude
   - (B) altitude
   - (C) longitude
   - (D) aptitude

2. Everything around you.
   - (A) climate
   - (B) geography
   - (C) environment
   - (D) culture

3. Something which can be obtained and used.
   - (A) resource
   - (B) agriculture
   - (C) industry
   - (D) economy

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

4. All that is involved in planting and harvesting crops and raising animals.

   (A) geography

   (B) anthropology

   (C) industry

   (D) agriculture

5. An imaginary line that separates one place from another.

   (A) coastline

   (B) border

   (C) altitude

   (D) graph

SS 7.104
Given 5 research problems, the student will identify the appropriate source with which to solve them.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Read the problems below. Mark the space which indicates the best answer.

1. You have a book about the history of the United States. The teacher asks you to report on Harry S. Truman. Where do you look for information?

   (A) glossary

   (B) bibliography

   (C) table of contents

   (D) index

2. You have to draw a map of Paraguay indicating all the major cities. Which book would you chose?

   (A) atlas

   (B) almanac

   (C) dictionary

   (D) geology textbook

3. You are asked to find out who won the Pan American race in 1970.

   (A) encyclopedia

   (B) almanac

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

Ⓒ textbook

Ⓓ dictionary

4. You are asked to draw the flag of Mexico and write a report on Mexico's history. Where do you find the necessary information?

Ⓐ dictionary

Ⓑ textbook

Ⓒ encyclopedia

Ⓓ atlas

5. You are given the U. S. History text and asked to find the chapter about World War I. Where do you look?

Ⓐ appendix

Ⓑ index

Ⓒ table of contents

Ⓓ glossary

SS 7.105
Given a descript[illegible] of 5 specif-
ic geographical areas, the stu-
dent will identify possible cul-
tural phenomena.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Read the descriptions below. Select the possible cultural characteristic which would result from living in these areas. Mark the answer on your answer sheet.

1. hot, dry with little vegetation
   - (A) heavy woven robes, footwear and head covering
   - (B) cool cotton clothing, barefeet
   - (C) shirts, pants, slacks, dresses, shoes
   - (D) fur clothing, water proof hat and boots

2. hot, humid with much vegetation
   - (A) igloo
   - (B) adobe house
   - (C) bamboo hut
   - (D) tee pee

3. extreme cold with little vegetation
   - (A) corn, beans and squash
   - (B) bananas, avocados and fish
   - (C) fish, seals and seaweed

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

4. moderate rainfall, no extreme temperatures

(A) kayaks, sleds

(B) camels, jeeps

(C) elephants, bamboo rafts

(D) horses, trains

5. hot, humid, with much vegetation

(A) dry farming

(B) slash and burn farming

(C) extensive irrigation

(D) sheparding

SS 7.206
Given a map, the student will indicate if the physical and political boundaries are similar or different.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Look at the map. Decide if the boundaries marked are physical, political or both.

1.
(A) physical
(B) political
(C) physical and political

2.
(A) physical
(B) political
(C) physical and political

3.
(A) physical
(B) political
(C) physical and political

4.
(A) physical
(B) political
(C) physical and political

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

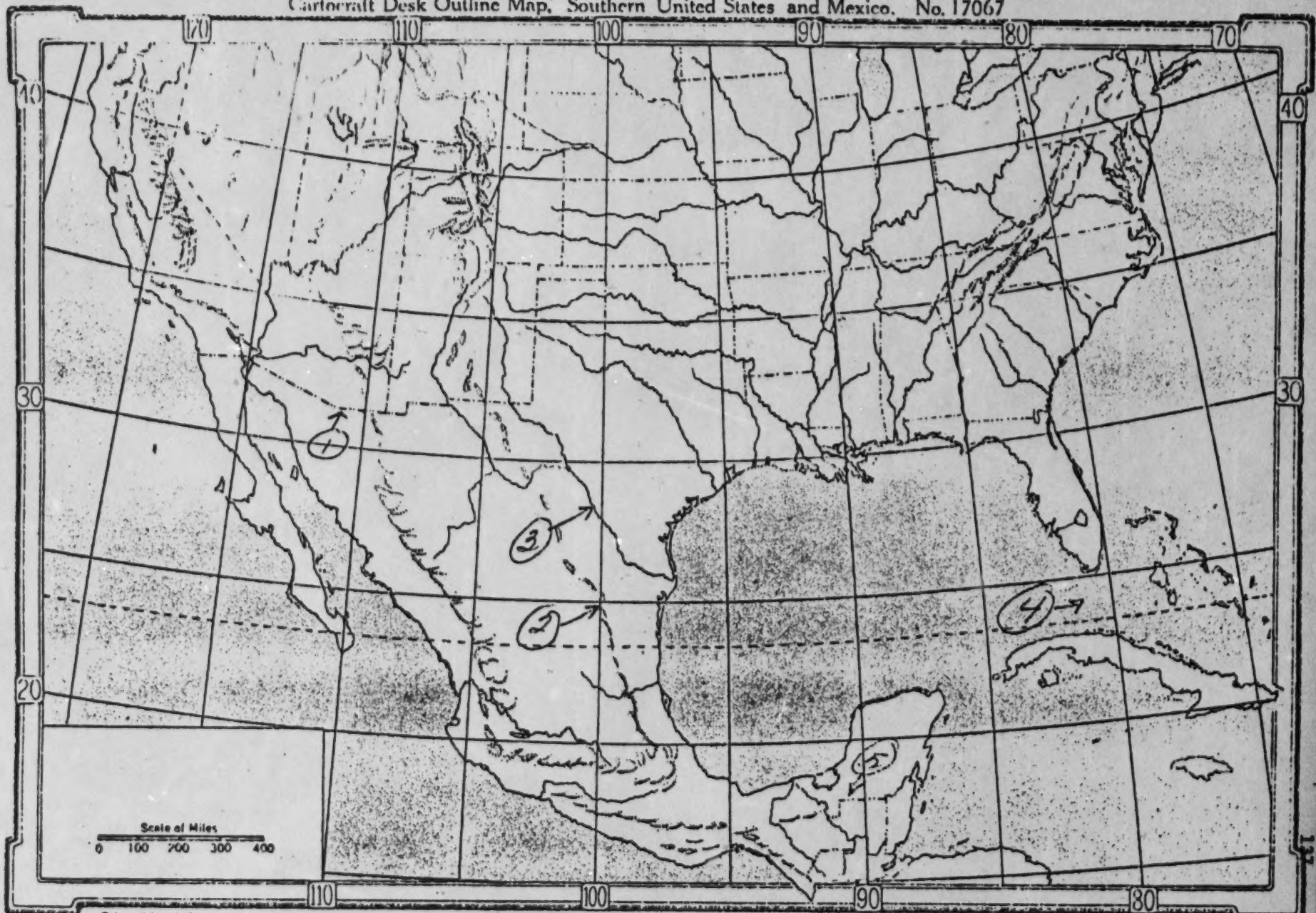
⑤

A. physical

B. political

C. physical and political

Cartocraft Desk Outline Map. Southern United States and Mexico. No. 17067



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SS 7.207
Given a map, the student will identify the basic land and water forms in his/her second language.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Read the map. Mark the correct name of the land or water boundary which is indicated.

1.
Ⓐ bahía
Ⓑ lago
Ⓒ río
Ⓓ océano

2.
Ⓐ península
Ⓑ istmo
Ⓒ montaña
Ⓓ delta

3.
Ⓐ golfo
Ⓑ laguna
Ⓒ estrecho
Ⓓ río

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

4.

(A) península

(B) montaña

(C) cabo

(D) isla

5.

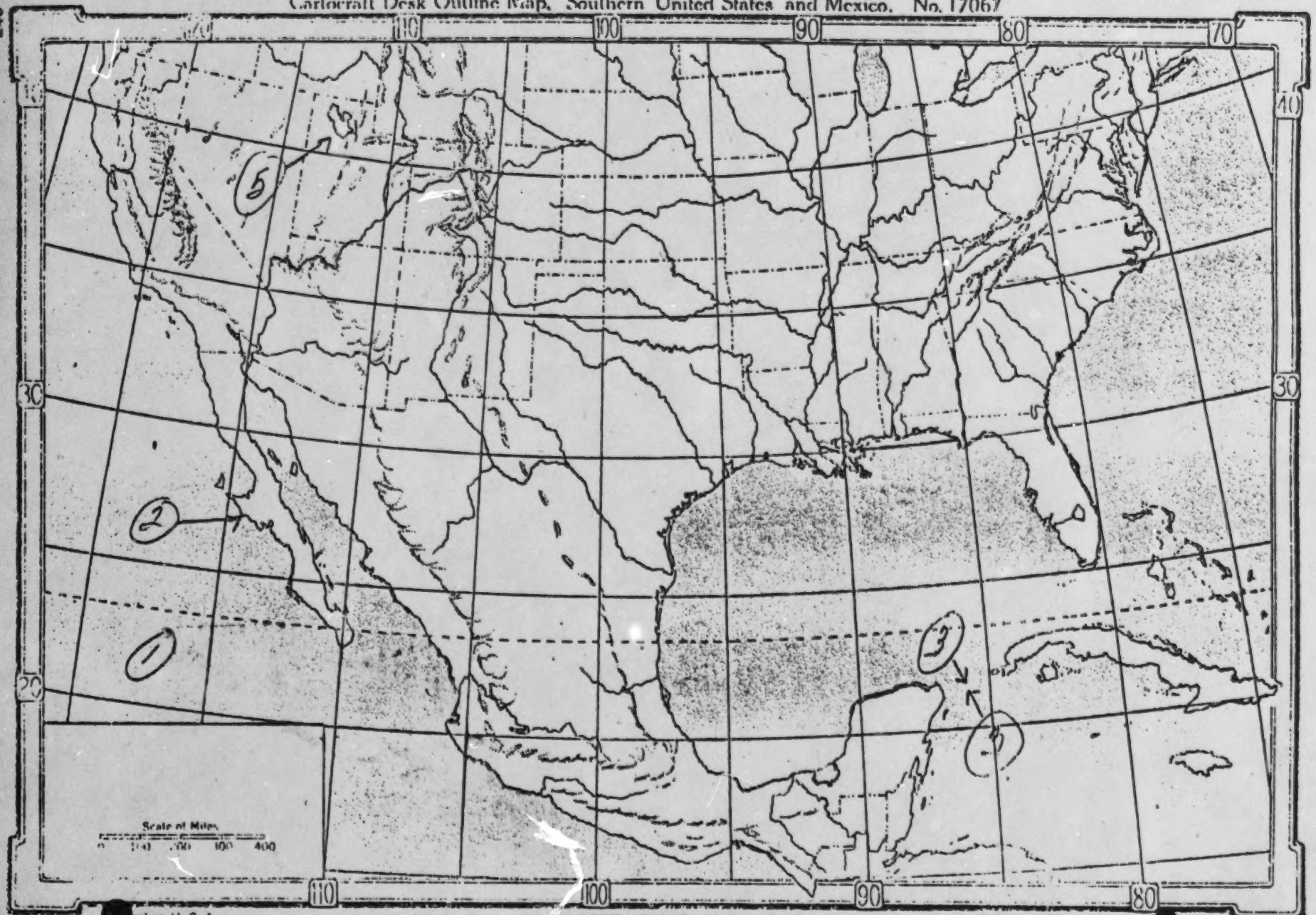
(A) río

(B) estrecho

(C) bahía

(D) lago

Cartocraft Desk Outline Map, Southern United States and Mexico. No. 17067



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SS 7.208
Given a list of definitions of selected social studies vocabulary, the student will identify the appropriate word.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the definitions below. Mark the space which indicates the word that is defined.

1. Used to describe something that happened before the arrival of Europeans to the New World.
   - (A) prehistoric
   - (B) pre-Columbian
   - (C) predictable
   - (D) precursor

2. The way of life of a group of people.
   - (A) climate
   - (B) environment
   - (C) economy
   - (D) culture

3. A product which is sent out of a country.
   - (A) export
   - (B) import
   - (C) trade

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

Ⓓ industry

4. To supply a dry field with water.
   Ⓐ exploit
   Ⓑ irrigate
   Ⓒ harvest
   Ⓓ cultivate

5. The area of America where the Aztecs and Mayas lived.
   Ⓐ Central America
   Ⓑ Mexico
   Ⓒ Mesoamerica
   Ⓓ South America

SS 7.209
Given a list of [illegible] sentences, th
student will identify the one i
which a specific word was used
correctly.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Read the word in each item below. Mark the sentence in which the word is used correctly.

1. Economy:

(A) The economy of Honduras is hot and humid.

(B) The economy of Guatemala depends upon the coffee and banana crops.

(C) The President opened the economy on the twelfth of May.

(D) The economy of Ecuador is mountainous.

2. Empire:

(A) The empire stopped the game at four o'clock.

(B) Earthquakes affect the empire state of California.

(C) Panama harvests more empires than any other country.

(D) By 1519, the Aztec empire extended from Costa Rica to Arizona.

3. Theocratic

(A) Industry in Bolivia is theocratic.

(B) Theocratic was the last emperor of the Maya.

(C) The Mayas had a theocratic form of government.

Criterion Reference Test
Multicultural Social STudies
English - Grade 7

D. The theocratic form of battle was very successful for the Aztecs.

4. Exploit

(A) A bomb exploited in the library.

(B) Venezuela exploits oil to the United States.

(C) The Spaniards exploited the Aztecs after the conquest.

(D) Columbus exploited America.

5. Affect

(A) The environment affects the way people live.

(B) The Russian ballarina affected the U.S. with the Russian flu.

(C) Many Peruvians are affected to coca leaves.

(D) The Maya affected to living in the jungle.

SS 7.210
Given 5 cultural phenomena, the student will identify the probable physical environment in which the people live.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

NAME _____
TEACHER _____
DATE _____

DIRECTIONS: Read the sentences below. Mark the correct physical environment on your answer sheet.

1. Bamboo hut with a woven roof.
   - (A) temperate zone
   - (B) highland
   - (C) desert
   - (D) jungle

2. Transportation is by sled or kayak.
   - (A) highland
   - (B) temperate zone
   - (C) arctic
   - (D) desert

3. Heavy woven robes, shoes and head covering.
   - (A) desert
   - (B) arctic
   - (C) highland
   - (D) jungle

Criterion Reference Test
Multicultural Social Studies
English - Grade 7

4. Wheat, beef, dairy products.
   (A) desert
   (B) temperate zone
   (C) arctic
   (D) jungle

5. Nomadic herders- the people move from place to place.
   (A) desert
   (B) temperate zone
   (C) jungle
   (D) none of the above

SS 7.101 Dado un mapa, el estudiante podrá reconocer límites físicos y políticos. (Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

NOMBRE_____
MAESTRA(O)_____
FECHA_____

INSTRUCCIONES: Mira el mapa. Decide si los límites marcados son físicos o políticos. Marca el espacio que indica la respuesta correcta.

1.
(A) físico
(B) político

2.
(A) físico
(B) político

3.
(A) físico
(B) político

4.
(A) físico
(B) político

5.
(A) físico
(B) político

SS 7.102
Dado un mapa, el estudiante podrá identificar las formas básicas terrestres y marinas. (Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

NOMBRE_____
MAESTRA(O)_____
FECHA_____

INSTRUCCIONES: Lee el mapa. ¿Cómo se llama el límite indicado? Marca el espacio que indica la respuesta correcta.

1.
(A) lago
(B) río
(C) bahía
(D) golfo

2.
(A) isla
(B) istmo
(C) península
(D) desierto

3.
(A) penísula
(B) isla
(C) estrecho
(D) istmo

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

4.

(A) lago

(B) golfo

(C) bahía

(D) estrecho

5.

(A) bahía

(B) golfo

(C) lago

(D) oceano

SS 7.103
Dado un conjunto de definiciones de vocabulario seleccionado de las ciencias sociales, el estudiante podrá identificar las palabras apropiadas.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

NOMBRE_____
MAESTRA(O)_____
FECHA_____

INSTRUCCIONES: Lee las definiciones siguientes. Marca el espacio que indica la palabra que está definida.

1. Altura sobre el nivél de mar.
   - (A) latitud
   - (B) altitud
   - (C) longitud
   - (D) aptitud

2. Todo lo que te rodea.
   - (A) clima
   - (B) geografía
   - (C) ambiente
   - (D) cultura

3. Algo que se puede obtener y se puede usar.
   - (A) recurso
   - (B) agricultura
   - (C) industria
   - (D) economía

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

4. Todo lo que sé relacióna con la siembra, la cosecha de las plantas y con la crianza de los animales.

Ⓐ geografía

Ⓑ antropología

Ⓒ industria

Ⓓ agricultura

5. Una linea imaginaria que separa un lugar de otro.

Ⓐ costa

Ⓑ frontera

Ⓒ altitud

Ⓓ gráfica

SS 7.104
Dados 5 problemas de investigación, el estudiante podrá identificar la fuente apropiada con la cual resolverlos. (Criterion: 4)

Criterion Reference Test

Multicultural Social Studies

Spanish - Grade 7

NOMBRE_____

MAESTRA(O)_____

FECHA_____

INSTRUCCIONES: Lee los problemas siguientes. Marca el espacio que indica la mejor respuesta.

1. Tienes un libro que se trata de la historia de los Estados Unidos. El maestro pide que tú hagas un reporte acerca de Harry S. Truman. ¿Dónde buscas información?

   (A) glosario

   (B) bibliografía

   (C) el contenido

   (D) índice

2. Tienes que dibujar un mapa de Paraguay que indique todas las cuidades principales. ¿Cuál libro escogerías?

   (A) atlas

   (B) almanaque

   (C) diccionario

   (D) texto de geología

3. Tienes que averiguar quién ganó la carrera panamericana en 1970.

   (A) enciclopedia

   (B) almanaque

   (C) libro de texto

   (D) diccionario

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

4. Tienes que dibujar la bandera de México y escribir un reporte de la historia de México. ¿Dónde puedes hallar la información uecesaria?

(A) diccionario

(B) libro de texto

(C) enciclopedia

(D) atlas

5. Te dan un texto de la historia de los Estados Unidos y piden que halles el capítulo sobre la Primera Guerra Mundial. ¿Donde buscas?

(A) apéndice

(B) índice

(C) el contenido

(D) glosario

SS 7.105
Dada un descripción de 5 dete
minadas áreas geográficas, el
estudiante podrá identificar
los posibles fenómenos cultur
ales.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

NOMBRE_____
MAESTRA(O)_____
FECHA_____

INSTRUCCIONES: Lee las descripciones que siguen. Escoje las posibles características culturales que resultarían de vivir en éstas áreas. Marca el espacio que indica la respuesta correcta.

1. caloroso, árido con poca vegetación
   - (A) túnicas tejidas y pesadas, calzado y cubrecabeza (sombrero)
   - (B) ropa fresca de algodón, descalzo
   - (C) camisas, patalones, vestidos y zapatos
   - (D) ropa de pieles, sombrero y botas impermeables

2. caluroso, húmedo con mucha vegetación
   - (A) iglú
   - (B) casa de adobe
   - (C) choza de bambú
   - (D) tipí

3. frío tremendo con poca vegetación
   - (A) maíz, frijol y calabaza
   - (B) plátanos, aguacates y pescados
   - (C) pescado, focas y algas marinas.
   - (D) bisteces, zanahorias y manzanas

Criterion Referenced Test
Multicultural Social Studies
Spanish - Grade 7

4. lluvia moderada, sin temperaturas extremas
   (A) kayak, trineo
   (B) camellos, "jeeps"
   (C) elefantes, balsas de bambú
   (D) caballos, trenes

5. caluroso, húmedo, con mucha vegetación
   (A) agricultura seca
   (B) agricultura de tumba y quema
   (C) riego extensivo
   (D) pastoreo

SS 7.206
Dado un mapa, el estudiante podrá indicar si los límites físicos y políticos son los mismos o diferentes.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

NOMBRE_____

MAESTRA(O)_____

FECHA_____

INSTRUCCIONES: Mira el mapa. Decide si los límites marcados son físicos, políticos o los dos. Marca el espacio que indica la mejor respuesta.

1.
(A) físico
(B) político
(C) físico y político

2.
(A) físico
(B) político
(C) físico y político

3.
(A) físico
(B) político
(C) físico y político

4.
(A) físico
(B) político
(C) físico y político

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

5.

Ⓐ físico

Ⓑ político

Ⓒ físico y político

SS 7.207
Dado un mapa, el estudiante podrá identificar las formas básicas terrestres y marinas en su segundo idioma.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

NOMBRE_____
MAESTRA(O)_____
FECHA_____

INSTRUCCIONES: Lee el mapa. Escoje el nombre correcto del límite terrestre o marino que se indica. Marca el espacio que indica la respuesta correcta.

1.
(A) bay
(B) lake
(C) river
(D) ocean

2.
(A) peninsula
(B) isthmus
(C) mountain
(D) delta

3.
(A) gulf
(B) lagoon
(C) strait
(D) river

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

4. (A) peninsula

(B) mountain

(C) cape

(D) island

5. (A) river

(B) strait

(C) bay

(D) lake

SS 7.208
Dada una lista de definiciones de vocabulario seleccionado de las ciencias sociales, el estudiante podrá identificar la palabra apropiada.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

NOMBRE_____
MAESTRA(O)_____
FECHA_____

INSTRUCCIONES: Lee las definiciones que siguen. Escoje la palabra definida. Marca el espacio que índica la mejor respuesta.

1. Se usa para describir algo que pasó antes de la llegada de los europeos al Nuevo Mundo.
   (A) prehistórico
   (B) precolombino
   (C) predicable
   (D) cultura

2. El modo de vivir de un grupo de personas.
   (A) clima
   (B) ambiente
   (C) economía
   (D) cultura

3. Un producto que se manda afuera de un país.
   (A) exportación
   (B) importación
   (C) comercio
   (D) industria

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

4. Surtir un terreno seco con agua.
   (A) explotar
   (B) regar (irrigar)
   (C) cosechar
   (D) cultivar

5. El área de América donde vivían los aztecas y los mayas.
   (A) América Central
   (B) México
   (C) Mesoamérica
   (D) Sud América

SS 7.209
Dada una lista de 5 oraciones el estudiante podrá identificar la oración en la cual se usa correctamente determinada palabra.
(Criterion: 4)

Criterion Reference Test

Multicultural Social Studies

Spanish - Grade 7

NOMBRE_____

MAESTRA(O)_____

FECHA_____

INSTRUCCIONES: Lee la palabra en cada sección que sigue. Escoje la frase en la cual se usa correctamente la palabra subrayada. Marca el espacio que indica la mejor respuesta.

1. Economía:

(A) La economía de Honduras es calurosa y húmeda.

(B) La economía de Guatemala depende de los cultivos de café y plátano.

(C) El Presidente convocó la economía el 12 de mayo.

(D) La economía de Ecuador es montañosa.

2. Imperio:

(A) El imperio paró el partido a las cuatro.

(B) Los temblores afectan al estado imperio de California.

(C) Panamá cosecha más imperio que cualquier otro país.

(D) Para el año 1519, el imperio azteca extendía desde Costa Rica hasta Arizona.

3. Teocrático:

(A) La industria en Bolivia es teocrática.

(B) Teocrático fue el último imperador de los mayas.

(C) Los mayas tenían un gobierno teocrático.

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

(D) La forma teocrática de batalla tuvo mucho éxito para los aztecas.

4. Explotar:

(A) Una bomba explotó en la biblioteca.

(B) Venezuela explota petroleo a los Estados Unidos.

(C) Los españoles explotaron a los aztecas después de la Conquista.

(D) Colón explotó América

5. Afectar:

(A) El ambiente afecta el modo de vivir de la gente.

(B) La bailarina rusa afectó a los Estados Unidos con el catarro ruso.

(C) Muchos peruanos son afectados a la hoja de coca.

(D) Los mayas afectaron a vivir en la selva.

SS 7.210
Dados 5 fenómenos culturales el estudiante podrá identificar el probable ambiente físico en el cual vive la gente (Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

NOMBRE_____
MAESTRA(O)_____
FECHA_____

INSTRUCCIONES: Lee las oraciones siguientes. Escoje el ambiente físico correcto. Marca el espacio que indica la respuesta correcta.

1. Choza de bambú con techo tejido.
   - (A) zona templada
   - (B) altiplano
   - (C) desierto
   - (D) selva

2. Transportación es por trineo o kayak.
   - (A) altiplano
   - (B) zona templada
   - (C) el ártico
   - (D) desierto

3. Túnica tejida y pesada, zapatos y sombrero.
   - (A) desierto
   - (B) ártico
   - (C) altiplano
   - (D) selva

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 7

4. Trigo, res, productos de leche.
   (A) desierto
   (B) zona templada
   (C) ártico
   (D) selva

5. Pastores nómadas, la gente va de un lugar a otro.
   (A) desierto
   (B) zona templada
   (C) selva
   (D) ninguna de éstas

SS 3.101
Given a list of definitions
selected social studies voca
lary, the student will identi
the appropriate word.
(Criterion" 4)

Criterion Reference Test

Multicultural Social Studies

English - Grade 8

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the definition below. Mark the correct word.

1. A special right or permission.

(A) grant

(B) concession

(C) clain

(D) privilege

2. A settlement from another country in a new land.

(A) grant

(B) colony

(C) mother country

(D) nation

3. A person of mixed European and Indian blood.

(A) criollo

(B) Spaniard

(C) mestizo

(D) colonist

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

4. A group of people who make, enforce and interpret laws.
   - (A) bicentenial
   - (B) legislature
   - (C) government
   - (D) Constitution

5. To translate or explain
   - (A) interpret
   - (B) enforce
   - (C) legislate
   - (D) violate

SS 8.102
Given a list of selected so
cial studies vocabulary in
the students second languag
the student will match them
to the same words in his/he
dominant language.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Select the word that means the same as the underlined word. Mark the answer on your answer sheet.

1. patría
   - (A) countryside
   - (B) mother country
   - (C) frontier
   - (D) privilege

2. ley
   - (A) judge
   - (B) king
   - (C) court
   - (D) law

3. mantener
   - (A) enforce
   - (B) interpret
   - (C) legislate
   - (D) govern

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

4. condado

(A) country

(B) count

(C) county

(D) court

5. sindicato

(A) congress

(B) newspaper

(C) meeting

(D) union

SS 8.103
Given a list of aspects of North American Colonial life the student will identify those which are of Spanish origin.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Read the descriptions below. Mark (A) for those which describe Spanish Colonial life and (B) for those which do not.

1. Presidio, pueblo and mission.
   (A) Spanish
   (B) other

2. Protestants, Presbyterians and Puritans.
   (A) Spanish
   (B) other

3. Mining, irrigation, and cattle ranching.
   (A) Spanish
   (B) other

4. One large colony ruled by a king.
   (A) Spanish
   (B) other

5. Local self-government.
   (A) Spanish
   (B) other

SS 8.104
Given a list of events, the student will identify those which cause people to chang government. (Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Read the events described belwo. Mark True for those which cause people to change their government and False for those which don't.

1. Taxation without representation.
   (A) True
   (B) False

2. No religious freedom.
   (A) True
   (B) False

3. No seizure without a warrant.
   (A) True
   (B) False

4. A volunteer army.
   (A) True
   (B) False

5. Prohibited public assembly.
   (A) True
   (B) False

SS 8.105
Given descriptions of the three branches of U. S. government, the student will identify executive, legislative or judicial.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

NAME_____
TEACHER_____
DATE_____

DIRECTIONS: Read the descriptions below and mark the correct answer.

1. A group of people decides if the defendant is innocent or guilty.
   (A) legislative
   (B) executive
   (C) judicial
   (D) none of the above

2. A group of people sells guns to a foreign country.
   (A) legislative
   (B) executive
   (C) judicial
   (D) none of the above

3. A group of people makes a law prohibiting the use of coaine.
   (A) legislative
   (B) executive
   (C) judicial
   (D) none of the above

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

4. A group of people builds and runs a prison.
   (A) legislative
   (B) executive
   (C) judicial
   (D) none of the above

5. A group of soldiers are sent to keep peace in a riot.
   (A) legislative
   (B) executive
   (C) judicial
   (D) none of the above

SS 8.206
Given incomplete sentences, the student will select the word to logically complete them.
(Criterion: 4)

Criterion Reference Test

Multicultural Social Studies

English - Grade 8

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the sentences below. Select the word which would most correctly complete the sentence. Mark your answer on the answer sheet.

1. A mental picture which sees all mother-in-laws as mean and wicked people is a _____.

   (A) prejudice

   (B) stereotype

   (C) discrimination

   (D) racism.

2. When John decides he will hate his teacher before he has met her, he has a _____.

   (A) prejudice

   (B) stereotype

   (C) scapegoat

   (D) discrimination

3. The color of a person's eyes, hair and skin is _____.

   (A) cultural

   (B) ethnic

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

Ⓒ hereditary

Ⓓ national

4. The Congress_____ on January third of each year.

Ⓐ lobbies

Ⓑ enforces

Ⓒ legislates

Ⓓ convenes

5. A member of the Senate or of the House of Representatives may also be called a _____.

Ⓐ scapegoat

Ⓑ judge

Ⓒ executive

Ⓓ legislator

SS 8.207
Given examples showing prejudice discrimination, stereotyping, scapegoating and segregation, the student will correctly label the situation.
(Criterion: 4)

Criterion Reference Test

Multicultural Social Studies

English - Grade 8

NAME _____

TEACHER _____

DATE _____

DIRECTIONS: Read the situations below. Select the correct word for labeling the situation. Mark the answer on your answer sheet.

1. In Georgetown, all banks must provide separate lines for black people and white people.

   (A) stereotype

   (B) scapegoat

   (C) prejudice

   (D) segregation

2. An, employer has two equally qualified workers. He gives a raise to Mr. Rodriquez and not to Mr. Smith.

   (A) stereotype

   (B) scapegoat

   (C) discrimination

   (D) segregation

3. An advertisement on T.V. for Alka Seltzer shows a large Italian family eating spagetti and drinking wine. All the men are dressed as gangsters and the women as fat peasant ladies.

   (A) stereotype

   (B) scapegoat

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

Ⓒ discrimination

Ⓓ prejudice

4. Mr. Jones business is failing. He blames the new black workers in the factory. He says he would be making a lot of money if he wasn't forced by the court to hire the black workers.

Ⓐ discrimination

Ⓑ stereotype

Ⓒ segregation

Ⓓ scapegoat

5. Mary refuses to eat Chinese food. She has never tried it, but she says she hates it.

Ⓐ stereotype

Ⓑ scapegoat

Ⓒ prejudice

Ⓓ discrimination

SS 8.208
Given a list of human phenomena, the student will identify which are universal.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

NAME _____
TEACHER _____
DATE _____

DIRECTIONS: Read the statements below. Mark True for those which apply to all people and False for those which apply to only a few people.

1. All people use language.
   (A) True
   (B) False

2. All people believe in God.
   (A) True
   (B) False

3. All people have culture.
   (A) True
   (B) False

4. All people have values.
   (A) True
   (B) False

5. All people have government.
   (A) True
   (B) False

SS 8.209
Given a situation involving one of the five freedoms of the First Amendment, the student will label the situation correctly.
(Criterion: 4)

Criterion Reference Test

Multicultural Social Studies

English - Grade 8

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the following situations. Select the freedom which is being discussed. Mark the correct answer on the answer sheet.

1. A woman stands in front of a supermarket and asks people to sign a paper which will be sent to Congress urging them to legalize marijuana.

   (A) speech

   (B) religion

   (C) assembly

   (D) petition

2. A group of students are arrested while meeting on the front lawn of the school where they are organizing a strike.

   (A) press

   (B) religion

   (C) assembly

   (D) petition

3. A teacher is arrested for telling her students that men couldn't have descended from apes because we are all children of God, descended from Adam and Eve.

   (A) press

   (B) religion

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

(C) assembly

(D) petition

4. A newspaper editor is arrested for refusing to stop writing articles which criticize the way the President is running our country.

(A) press

(B) religion

(C) speech

(D) petition

5. A young girl is arrested for shouting, "Fire" in a crowded assembly when actually there was no fire.

(A) press

(B) speech

(C) assembly

(D) petition

SS 8.210
Given a situation, the stud
will indicate which civil l
berty has been violated..
(Criterion: 4)

Criterion Reference Test

Multicultural Social Studies

English - Grade 8

NAME_____

TEACHER_____

DATE_____

DIRECTIONS: Read the situations below. Select the civil liberty which has been violated. Mark the correct answer on the answer sheet.

1. Mrs. Gomez was arrested for stealing a pair of socks. The judge sentenced her to 20 years in prison.

   (A) no excessive bail

   (B) no double jeopardy

   (C) no cruel and unusual punishment

   (D) none of the above

2. Mr. Sousa was tried and found inocent for a bank robbery which occurred on June 12, 1974. He was tried again for the same June 12th robbery and found guilty.

   (A) no excessive bail

   (B) no double jeopardy

   (C) no cruel and unusual punishment

   (D) none of the above

3. Mrs. Flanagan was arrested by the police three days ago and does not yet know why she is being held in the county jail.

   (A) jury trial

   (B) search warrant

Criterion Reference Test
Multicultural Social Studies
English - Grade 8

(C) right to remain silent

(D) right to know the charges against him

4. Sandy was arrested for selling heroine. She was taken before a judge and found guilty.

(A) speedy trial

(B) jury trial

(C) fair bail

(D) search warrant

5. John was arrested and tried for stealing tires from a service station. He was found guilty because an eye witness claimed to have seen him take the tires. The witness never appeared in Court.

(A) right to face accusors

(B) right to speedy trial

(C) right to remain silent

(D) right to know the charges against him

SS 8.101
Dada una lista de definiciones de vocabulario seleccionado de las ciencias sociales, él podrá identificar la palabra apropiada.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

NOMBRE _____
MAESTRA (O) _____
FECHA _____

INSTRUCCIONES: Lee la definición que sigue. Marca el espacio que indica la palabra correcta.

1. Un derecho especial o permiso.
   (A) donación
   (B) concesión
   (C) reclamación
   (D) privilegio

2. Un poblado de otro país en una tierra nueva.
   (A) concesión
   (B) colonia
   (C) patria
   (D) nación

3. Una persona de sangre mixta europea e india.
   (A) criollo
   (B) español
   (C) mestizo
   (D) colono

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

4. Un groupo de personas que hace, mantiene, e interpreta las leyes.

(A) bicentenario

(B) legislatura

(C) gobierno

(D) Constitución

5. traducir o explicar

(A) interprecar

(B) mantener

(C) legislar

(D) violar

SS 8.102
Dada un lista de vocabulario seleccionado de las ciencias sociales en el segundo idioma del estudiante, él podra parearlas con las mismas palabras en su idioma dominante.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

NOMBRE _____
MAESTRA (O) _____
FECHA _____

INSTRUCCIONES: Escoje la palabra que significa lo mismo que la palabra subrayada. Marca el espacio que indica la respuesta correcta.

1. mother country
   - (A) paisaje
   - (B) patria
   - (C) frontera
   - (D) privilegio

2. law
   - (A) juez
   - (B) rey
   - (C) corte
   - (D) gobernar

3. enforce
   - (A) mantener
   - (B) interpretar
   - (C) legislar
   - (D) gobernar

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

4. county
   (A) país
   (B) conde
   (C) condado
   (D) corte

5. union
   (A) congreso
   (B) periódico
   (C) reunión
   (D) sindicato

SS 8.103
Dada una lista de aspectos de la vida colonial de Norte América, el estudiante podrá identificar los que son de origen español.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies -
Spanish - Grade 8

NOMBRE _____
MAESTRA (O) _____
FECHA _____

INTRUCCIONES: Lee la siguiente descripción. Marca el espacio "A" para las que describen la vida colonial española, y "B" para las que no la describen.

1. presidio, pueblo y misión
   (A) española
   (B) otra

2. protestantes, presbiterianos y puritanos
   (A) española
   (B) otra

3. minería, riego, y la cría de ganado
   (A) española
   (B) otra

4. una colonia grande gobernada por un rey
   (A) española
   (B) otra

5. auto-gobierno local
   (A) española
   (B) otra

SS 8.104
Dada una lista de acontecimientos; los estudiantes podrán identificar los que causan que la gente cambien de gobierno. (Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

NOMBRE_____
MAESTRA (O)_____
FECHA_____

INSTRUCCIONES: Lee los acontecimientos descritos. Marca el espacio (T) para los que causan que la gente cambie de govierno y (F) para los que no lo causan.

1. impuestos sin representación
   (A) sí
   (B) no

2. no libertad religiosa
   (A) sí
   (B) no

3. no confiscación sin autorización
   (A) sí
   (B) no

4. un ejército de voluntarios
   (A) sí
   (B) no

5. reuniones públicas prohibidas
   (A) sí
   (B) no

SS 8.105
Dadas descripciones de los tres
ramos del gobierno estadunidens
se, el estudiante podrá identifi
ficar el ejecutivo, legislativo
y judicial.
(Criterion: 4)

Criterion Reference Test

Multicultural Social Studies

Spanish - Grade 8

NOMBRE _____

MAESTRA (O) _____

FECHA _____

INSTRUCCIONES: Lee las siguientes descripciones y marca el espacio que indica la respuesta correcta.

1. Un grupo de personas decide si el acusado es inocente o culpable.
   - (A) legislativo
   - (B) ejecutivo
   - (C) judicial
   - (D) ninguna de éstas

2. Un grupo de personas vende armas a un país extranjero.
   - (A) legislativo
   - (B) ejecutivo
   - (C) judicial
   - (D) ninguna de éstas

3. Un grupo de personas hace una ley prohibiendo el uso de cocaína.
   - (A) legislativo
   - (B) ejecutivo
   - (C) judicial
   - (D) ninguna de éstas

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

4. Un grupo de personas construye y administra una prisión.

Ⓐ legislativo

Ⓑ ejecutivo

Ⓒ judicial

Ⓓ ninguna de éstas

5. Se envian soldados para mantener el orden durante un motín.

Ⓐ legislativo

Ⓑ ejecutivo

Ⓒ judicial

Ⓓ ninguna de éstas

SS 8.206
Dadas unas oraciones incompletas, el estudiante podrá escoger la palabra que logicamente las complete.
(Criterion: 4)

Criterion Reference Test

Multicultural Social Studies -

Spanish - Grade 8

NOMBRE_____

MAESTRA(O)_____

FECHA_____

INSTRUCCIONES: Lee las siguientes oraciones. Escoje la palabra que correctamente complete la oración. Marca el espacio que indica la respuesta correcta.

1. Una imagen mental que ve a todas las suegras como gente cruel y malvada es _____.

   (A) un prejuicio

   (B) un estereotipo

   (C) discriminación

   (D) racismo

2. Cuando Juan decide que va a odiar a su maestro antes de que lo haya conocido, él tiene_____.

   (A) un prejuicio

   (B) un estereotipo

   (C) un chivo expiatorio

   (D) discriminación

3. El color de los ojos y la piel de una persona es _____.

   (A) cultural

   (B) étnico

   (C) hereditario

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

(d) nacional

4. En congreso _____ el 3 de enero de cada año.
   (A) cabildea
   (B) mantiene
   (C) legisla
   (D) convoca

5. Un miembro del Senado o la Cámara de Representantes también se puede llamar un _____.
   (A) chivo expiatorio.
   (B) juez
   (C) ejecutivo
   (D) legislador

SS 8.207
Dados unos ejemplos que muestran un prejuicio, la discriminación, un estereotipo, un chivo expiatorio y la segregación, el estudiante podrá clasificar correctamente la situación.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

NOMBRE_____
MAESTRA(O)_____
FECHA_____

INSTURCCIONES: Lee la situación que sigue. Escoje la palabra correcta para clasificar la situactión. Marca el espacio que indica la respuesta correcta.

1. En Georgetown, todos los bancos tiene que mantener colas distintas para los negros y los blancos.

   (A) estereotipo

   (B) chivo expiatorio

   (C) prejuicio

   (D) segregación

2. Un patrón mexicano tiene dos trabajadores igualmente preparados. Le aumenta el salario del Sr. Rodríquez y no el del Sr. Smith.

   (A) estereotipo

   (B) chivo expiatorio

   (C) discriminación

   (D) segregación

3. Un comercial en la televisión para el Alka Seltzer muestra a una familia grande italiana comiendo el espagueti y tomando vino. Todos los hombres están vestidos de gángsteres y las mujeres de campesinas gordas.

   (A) estereotipo

   (B) chivo expiatorio

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

4. El negocio del Sr. Jones está fallando. El echa la culpa a sus nuevos empleados negros trabajadores en su fabrica. Dice que estaría ganando mucho más dinero si no tuviera a fuerzas que contratar a los negros.

(A) discriminación

(B) estereotipo

(C) segregación

(D) chivo expiatorio

5. María se niega a comer la comida china. Nunca la ha probado, pero dice que la odia.

(A) estereotipo

(B) chivo expiatorio

(C) prejuicio

(D) discriminación

SS 8.208
Dada una lista de fenómenos humanos, el estudiante podrá identificar cuáles son universales.
(Criterion: 4)

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

NOMBRE_____
MAESTRA(O)_____
FECHA_____

INSTRUCCIONES: Lee las siguientes frases. Marca (T) para las que corresponden a todo el mundo, y (F) para las que corresponden a unas pocas personas.

1. Toda la gente usa los idiomas.

   (A) sí

   (B) no

2. Toda la gente cree en Diós.

   (A) sí

   (B) no

3. Toda la gente tiene cultura.

   (A) sí

   (B) no

4. Toda la gente tiene valores.

   (A) sí

   (B) no

5. Toda la gente tiene gobierno.

   (A) sí

   (B) no

SS 8.209
Dadas unas situaciones que tienen que ver con las 5 libertades de la Primera Enmienda, el estudiante podrá clasificarlas correctamente. (Criterion: 4)

Criterion Reference Test

Multicultural Social Studies

Spanish - Grade 8

NOMBRE_____

MAESTRA(O)_____

FECHA_____

INSTRUCCIONES: Lee las siguientes situaciones. Escoje la libertad de que se trata. Marca la respuesta correcta en tu hoja de respuestas.

1. Una mujer se para en frente de un supermercado y le pide a la gente que firme un papel que luego se mandará al Congreso. El papel pide que se legalice la marijuana.

   (A) libertad de palabra

   (B) libertad de cultos

   (C) derecho de reunión

   (D) derecho de petición

2. Se detiene a un grupo de estudiantes mientras se reune enfrente de la escuela donde se está organizando una huelga.

   (A) libertad de prensa

   (B) libertad de cultos

   (C) derecho de reunión

   (D) derecho de petición

3. Se detiene a un maestro por decirles a sus estudiantes que los hombres no hubieran podido descender de los simios porque todos somos hijos de Diós, descendientes de Adán y Eva.

   (A) libertad de prensa

   (B) libertad de cultos

   (C) derecho de reunion

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

(D) derecho de petición

4. Se detiene a un editor de periódico por rehusar de dejar de escribir artículos que critican la manera que tiene el Presidente de manejar al país.

(A) libertad de prensa

(B) libertad de cultos

(C) libertad de palabra

(D) derecho de petición

5. Se detiene a una joven por gritar "fuego" en una asamblea llena cuando en verdad no hay fuego.

(A) libertad de prensa

(B) libertad de palabra

(C) derecho de reunión

(D) derecho de petición

SS 8.210
Dada una situación el estudiante podrá indicar cuál libertad civil se ha violado.
(Criterion: 4)

.Criterion Reference Test

Multicultural Social Studies

Spanish - Grade 8

NOMBRE_____

MAESTRA(O)_____

FECHA_____

INSTRUCCIONES: Lee las siguientes situaciones. Escoje cuál derecho civil se ha violado. Marca la respuesta correcta en tu hoja de respuestas.

1. Se detuvo a la Sra. Gómez por robar un par de calcetines. El juez la sentenció a 20 años de prisión.

   (A) no fianzas excesivas

   (B) no doble riesgo

   (C) no castigo cruel o inusual

   (D) ninguna de éstas

2. Se enjuició al Sr. Sousa y lo hallaron inocente del robo de un banco que ocurrió el 12 de junio de 1974. Se volvió a enjuiciar por el mismo robo de 12 de junio y lo hallaron culpable.

   (A) no fianzas excesivas

   (B) no doble riesgo

   (C) no castigo cruel o inusual

   (D) ninguna de éstas

3. La policía arrestó a la Sra. Flanagan hace tres días , todavía no sabe por qué la están deteniendo en la cárcel del condado.

   (A) un juicio por jurado

   (B) un orden de registro

   (C) derecho de quedarse callado

Criterion Reference Test
Multicultural Social Studies
Spanish - Grade 8

Ⓓ derecho de saber los cargos en su contra

4. Se arrestó a Sanday por vender la heroína. La llevaron ante un juez y la hallaron culpable.

Ⓐ juicio veloz

Ⓑ juicio por jurado

Ⓒ fianza justa

Ⓓ orden de registro

5. Se arrestó y se enjuició por robar unas llantas de una gasolinera. Lo hallaron culpable porque un testigo presencial del robo dijo que lo había visto llevarse las llantas. El testigo jamás se apareció en la corte.

Ⓐ derecho de conocer al acusador

Ⓑ derecho de un juicio veloz

Ⓒ derecho de quedarse callado

Ⓓ derecho de saber los cargos en su contra

RESOLUTION NO. 7475 - 1171

WHEREAS, the Congress of the United States, under the provisions of the Elementary and Secondary Education Act of 1965, P.L. 90-247, 81 Stat. 816, 20 U.S.C. 880b, as amended by Title I of the Education Amendments of 1974, P.L. 93-380, 84 Stat. 151, 20 U.S.C. 880b, has provided school district the opportunity to make an application for a federal grant under the provisions of this Title for the planning of bilingual education classes and services, and

WHEREAS, this governing board desires to avail itself of the opportunity for making application for a federal grant, and

NOW, BE IT THEREFORE RESOLVED that Raymond G. Arveson of the Hayward Unified School District, its District Superintendent, is hereby authorized and directed to prepare and submit an application for participation in said program for a federal grant, and to prepare and submit any and all reports required by the State of California or Government of the United States in the administration of said program, and

BE IT FURTHER RESOLVED that said district officer has been authorized by the governing body to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.

ADOPTED by the following called vote this 7th day of April, 1975.

AYES: Hamblin, Lepore, Michaels, Wagner and Weinreb

NOES: None

ABSENT: None

Clerk of the Board of Education of the
HAYWARD UNIFIED SCHOOL DISTRICT
County of Alameda, State of California

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the governing board of the Hayward Unified School District of California at a regular meeting of said board held at 24411 Amador Street, Hayward, California, on April 7th, 1975.

Clerk of the Board of Education of the
HAYWARD UNIFIED SCHOOL DISTRICT
County of Alameda, State of California

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Dear Grantee:

We are pleased to enclose your copy of the Title VII, Bilingual Education grant award.

We request that you read the Special Grant Terms and Conditions which are attached, especially Attachment D referring to subcontracts. Also, please remember the limitations placed on printing which were stressed during your negotiation.

If you do not have a copy of 45 C.F.R. Part 100, General Provisions for Programs, Administrative and Fiscal Requirements, we would like to suggest that you secure a copy. This document is made a part of your grant, by reference, and as the title suggests this is your guide for program and fiscal management.

If you have any questions, please call your program officer listed on Attachment C or your grants negotiator listed on the grant award document.

Sincerely yours,

Frederick A. Hill
Chief, International, Equal
Education and Compensatory
Education Branch

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
GRANT AND PROCUREMENT MANAGEMENT DIVISION
WASHINGTON, D.C. 20202

NOTIFICATION OF GRANT AWARD

1. NAME AND ADDRESS OF INSTITUTION:

HAYWARD UNIFIED SCHOOL DISTRICT
DEPT OF ELEMENTARY EDUCATION
P.O. BOX 5000
HAYWARD, CA 94540

2. MAKE CHECKS PAYABLE TO:

SAME AS ABOVE

3. PROPOSAL TITLE:

BILINGUAL MULTICULTURAL EDUCATION PROGRAM
DTD 04/10/75
AMENDED 05/12/75

4. AMOUNT OF AWARD: $220,137

5. PERIOD OF AWARD: FROM 07/01/75 THROUGH 06/30/76

6. GRANT NUMBER: G007507064

7A. OE ENTITY NUMBER: 194169345SA1

7B. NIH TRANSACTION#:

7C. PROJECT NUMBER: 403AH50403

8. GRANT AWARD IS NEW

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS:

A. THE GRANTEE'S APPLICATION, BEARING THE TITLE AND DATE AS SHOWN IN ITEM 3 ABOVE, IS INCORPORATED HEREIN BY REFERENCE.

B. THE U.S.O.E. PROJECT OFFICER FOR THIS PROJECT IS BLANCA WESTGATE

C. THE GRANTEE'S PROJECT DIRECTOR FOR THIS PROJECT IS RONALD SOUSA

D. DHEW, U.S. OFFICE OF EDUCATION, GENERAL PROVISIONS FOR PROGRAMS, 45 CFR PART 100, AS AMENDED, AND THE PART OF 45 CFR INDICATED IN SPECIAL CONDITION ITEM F ARE INCORPORATED HEREIN BY REFERENCE AND GOVERNS THE PERFORMANCE OF THIS GRANT.

E. SPECIAL GRANT TERMS AND CONDITIONS, IF ANY, ARE INCORPORATED HEREIN BY ATTACHMENT(S) CITED IN SPECIAL CONDITION ITEM H.

F. THIS GRANT SUPPORTS THE BUDGET PERIOD NUMBER SHOWN IN SPECIAL CONDITION ITEM B. THIS BUDGET PERIOD BEGINS ON THE DATE SHOWN IN SPECIAL CONDITION ITEM C AND ENDS ON THE DATE SHOWN IN SPECIAL CONDITION ITEM D. THE PROJECT PERIOD IS FOR THE TOTAL NUMBER OF MONTHS SHOWN IN SPECIAL CONDITION ITEM E. UPON SHOWING SATISFACTORY PROGRESS TOWARDS THE ACHIEVEMENT OF THE GOALS OF THE PROJECT, THE U.S. OFFICE OF EDUCATION WILL CONSIDER THE CONTINUED FUNDING OF THE PROJECT.

SPECIAL CONDITION ITEMS:

A.

B. 1

C. 07/01/75

D. 06/30/76

E. 60

F. 123

G.

H. ATTACHMENTS A B C D E F

J.

10. GRANT AUTHORITY: CFDA: 13.403A CAN: 52001965 $175,670
CAN: 52001964 $44,467 CAN:
BILINGUAL EDUCATION ACT, P.L. 90-247 AS AMENDED

NEGOTIATOR'S NAME: JANICE J. DICKINSON
NEGOTIATOR'S PHONE NUMBER: 202-245-8145

11. NAME OF GRANTS OFFICER: FRED WILL

SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL:

12. DATE: 6/27/75

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POSITION DESCRIPTION

Bilingual Program Assistant - Junior High School

I. QUALIFICATIONS

A. Credential: General elementary, secondary or standard designated credential.

B. A minimum of five years classroom teaching experience, with two years in elementary bilingual classes.

C. Applicant must be familiar with the culture and historical background of the Mexican American, Latino and/or Portuguese-speaking communities.

D. Ability to read, write, and speak Spanish and/or Portuguese fluently.

II. CONDITIONS OF EMPLOYMENT

A. Appointment and Term

The Program Assistant--Junior High School shall be appointed for a term of one year by the Board of Education upon the nomination and recommendation of the Superintendent.

B. Remuneration

Remuneration shall be determined by the official salary schedule adopted by the Board of Education for certificated personnel.

C. Work Year

The work year shall be the regular school calendar year as established by the Board of Education for new and returning teachers, plus five additional days.

D. Administrative Relationship

The Program Assistant--Junior High School shall be responsible to the Coordinator of Bilingual Multicultural Education.

III. GENERAL DESCRIPTION OF POSITION

The Bilingual Program Assistant--Junior High School shall function in an assisting role to the coordinator and the junior high school bilingual instructional staff.

A. Primary Duties and Responsibilities

1. Assist in developing bilingual curriculum and resource materials.

2. Serve as a demonstration teacher.

3. Gather and screen appropriate bilingual curriculum materials.

4. Assist in counseling students assigned to the bilingual multicultural program.

5. Serve as a liaison between the school and the community.

B. Secondary (Adjunct) Duties and Responsibilities

1. Perform other duties as assigned and agreed upon by parties involved.

Hayward Schools IN ACTION

VOL. 13, No. 2 PARENTS & STAFF – HAYWARD UNIFIED SCHOOL DISTRICT OCTOBER 1975

What's New?

What's new in Hayward schools? Lots! This edition of *Hayward Schools In Action* has been designed to introduce you to some of the new or expanded programs and activities taking place in your school district this year. Let's get acquainted!

New School Year School has been in progress a little over a month. To help you plan your year, a copy of the 1975-76 School Calendar, adopted by the Board of Education in September, is enclosed. The calendar lists holidays, vacations, report card dates and other important information. (Park and Sequoia schools operate on a year-around basis, so their calendars are a bit different and are sent home separately.)

As predicted, enrollment is down again this year in Hayward schools by a total of 400 pupils. Declining enrollment is the chief reason for District-wide belt-tightening, a process which has been taking place for the past several years. Despite the financial gloom, the budget is balanced, teachers and school board reached an agreement without halting the process of education, and that means that school's off to a good start! Enrollment figures: There are 22,886 young people in Hayward District schools; 11,767 are attending elementary schools, 3,693 are going to junior high, and 7,426 are in high school.

THERE'S LOTS MORE NEWS–KEEP READING!

More Bilingual Multicultural Education

Spanish and Portuguese-speaking people make up a significant segment of the Hayward community. Since 1971, Hayward Unified has provided bilingual-multicultural education for children of these two language groups, as well as for English-speaking students who want to learn these languages and study the cultures. Special state and federal money is used to fund these programs.

What's new? A total of nine elementary schools in the District now have bilingual multicultural programs. These are: Bowman, Burbank, Cherryland, Lorin Eden, Markham, Muir, Palma Ceia, Ruus and Sequoia.

On the intermediate level, Winton Jr. High is the site of a pilot Spanish-English bilingual program. According to Ron Sousa, District Coordinator of Bilingual Multicultural Education, "The program at Winton has been well received. We have a hundred students enrolled, and we're offering a total of seven bilingual classes, including two math courses, and two in social studies."

Learning to live and work together–that's part of education. And that's why bilingual-multicultural programs play an important role in Hayward Unified Schools.

HAPPY FACES–They're part of the Bilingual Multicultural Program at Palma Ceia Elementary. Working with headphones and special bilingual records are, from left: Will Mathews, Jr., Erica Paulson, Mrs. Anna Handle (a parent volunteer), Elsa Andrade, and their teacher, Maria Emilia Dunn.